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Collaboration in English Language Learner Teacher Education: Implications for Moving
Theory into Practice

by

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Bachelor of Science, University of North Dakota, 2008
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A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

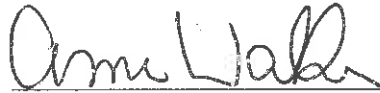
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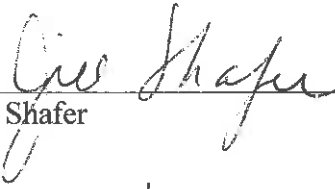
Grand Forks, North Dakota

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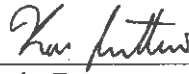
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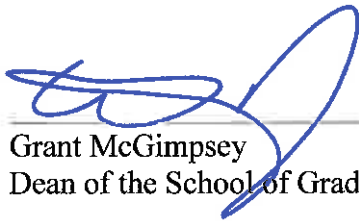


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Katie Erin Erickson
April 18, 2017

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For Adler, Ansley, and Oliver
Without whom, this dissertation would have been completed three years earlier.

ABSTRACT

This qualitative phenomenological study was developed to fill the gap in current research on what extent five teacher educators, from three Midwest and one Southwest teacher education program, are preparing English Language Learner (ELL) preservice teachers to collaborate in ELL teacher education. The results indicate that ELL teacher educators are not preparing ELL preservice teachers to collaborate for K-12 ELLs. The interview data supports the implication that teacher educators perceive some degree of programmatic reform in teacher education programs is necessary for the integration of collaboration for ELL education.

There are several recommendations resulting from this study. Teacher education programs should cultivate a culture of collaboration between ELL and general education teacher educators. Teacher education programs should require at minimum one course specifically designed about ELLs and ELL education to all preservice teachers, to include a field experience in an ELL classroom. It is recommended that teacher education programs begin to infuse foundational knowledge of ELLs into general education courses.

CHAPTER I

INTRODUCTION

Teacher education programs today are challenged with the responsibility of preparing preservice teachers to educate a growing ELL (English Language Learner) population in the public school system. The success of this challenge depends “on how effectively teacher education programs prepare new teachers to educate these students” (TESOL, 2010, p. 9). “An estimated 25%—one-in-four—children in America are from immigrant families and live in households where a language other than English is spoken” (Samson & Collins, 2012, p.1). In fact, “all projections of the growth of the ELL population point to continued increases as we move towards the mid-point of this century, with some models predicting that ELLs will comprise 40% of the school aged population by the year 2030” (DelliCarpini, 2014, p. 156). It is paramount that teacher education programs are preparing preservice teachers to teach this linguistically diverse and growing student population since “all teachers have or can expect to have ELL students in their classroom and therefore must be prepared to best support these children” (Samson & Collins, 2012, p. 2).

However, research shows that most teachers are not prepared to teach ELLs, lacking both training and experience with this student population (Damore & Murray, 2009). It is estimated that over 70% of general education teachers lack training in ELL education (Ballantyne, Sanderman, & Levy, 2008). A 2013 study by the Editorial

Projects in Education, the publisher of *Education Week*, found that more than two-thirds of general education teachers felt unprepared to teach ELLs. “Even newly certified teachers who meet criteria for ‘high quality’ in their state often feel unprepared” (Lopez, Scanlan, & Gundrum, 2013, p. 3).

These statistics demonstrate that teacher education programs have not kept pace with the growing ELL population, although researchers have emphasized that all teacher educators, including both ELL and general education, should prioritize preservice teacher readiness to work with ELLs (Tran, 2015). One problem is that there is little guidance about what preservice teachers need to know and where in the teacher education curriculum to implement this. “To date, there has been relatively little attention paid to the essential standards, knowledge, and skills that general education teachers ought to possess in order to provide effective instruction to ELLs” (Samson & Collins, 2012, p. 3). Samson and Collins conclude that “system-level changes must be made” (pg. 3) in order to better prepare teachers to work with linguistically diverse students.

Research has highlighted that collaboration between general education and ELL teachers is a best practice in educating ELLs (Lopez, et al., 2013; Samson & Collins, 2012; DelliCarpini, 2008). DelliCarpini explains that content teachers are not language teachers, and ELL teachers may have limited knowledge about the content that their ELLs need to master. Collaboration seems to be a necessary component of any solution to this dilemma. When ELL and content teachers engage in collaborative practice, both teachers and students benefit (DelliCarpini & Alonso, 2014, p. 174). Through collaboration, ELL and general education teachers can share their expertise and plan together towards the common goal of having ELLs learn both academic content and the

English language. DelliCarpini states that through “meaningful collaboration between ELL and mainstream...teachers can enhance the language, literacy, and academic content acquisition across the curriculum” (2008, p. 2). This happens when ELL teachers “assist their general education colleagues in recognizing the explicit linguistic demands, implicit cultural expectations, and assumptions of prior experience that ESOL students face in school” (TESOL, 2010, pg. 20). Not only does this collaboration enhance “the acquisition of language and content in the subject area for ELL students,” it also helps general education teachers develop “deeper and more meaningful understanding of the unique needs of ELL students in mainstream classrooms,” (DelliCarpini, 2008, p. 2). DelliCarpini emphasizes that collaboration between general education and ELL teachers is a “necessary component to the success of linguistically diverse learners” (p. 2).

Because collaboration between general education and ELL teachers is so important, the International Teachers of English to Speakers of Other Languages Association (TESOL) emphasizes that ELL preservice teachers need to learn how to collaborate in teacher education programs because they will “serve as sources of teaching expertise, resources for professional development, and as contributors to the specialized knowledge base of the field” (TESOL, 2010, p. 20). The association has developed national ELL teacher education standards that specifically include a standard for “Professional Development, Partnerships, and Advocacy” (Standard 5.b., TESOL, 2010). The standard reads:

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs. (TESOL, 2010)

The supporting explanation for this standard includes the following two statements:

Candidates promote a school environment that values diverse student populations and provides equitable access to resources for ELLs. They collaborate with school staff to provide educational opportunities for ELLs with diverse learning needs at all English proficiency levels.

Candidates advocate for appropriate instruction and assessment by sharing their knowledge of ELLs with their general education and content area colleagues and the community. They also advocate for equal access to educational resources for ELLs, including technology. (TESOL, 2010, p. 71)

These two statements emphasize the importance of collaboration to ensure equal access and educational opportunities for ELLs in the general education program.

In contrast, general education teacher standards do not specifically mention ELL and general teacher collaboration. The Interstate Teacher Assessment and Support Consortium (InTASC) standards, the leading general education standards in the United States, offers a much more general set of “model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world” (CCSSO, 2011, p. 3). Collaboration is addressed in InTASC Standard 10, which states broadly “the teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession” (InTASC, p. 19). This standard can be widely interpreted and can be met in teacher education programs in many different ways that may not include ELLs. Example

performances under this standard include sub-standard 10a. which states “the teacher takes an active role on the instructional team” and sub-standard 10.b which states “the teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners”. However, these sub-standards can be interpreted in different ways and for student populations other than ELLs.

The Council for the Accreditation of Educator Preparation (CAEP), whose development was a result of the 2013 consolidation of the National Council for Accreditation in Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC), also has developed standards in their role as a professional accreditor which reviews teacher education programs. CAEP’s five standards aim to provide “quality assurance through peer review” (CAEP, 2013, para. 1) that “reflect the voice of the education field on what makes a quality educator” (para. 3). However, while addressing diversity, none of the five CAEP standards specifically mentions preparing teachers to work with ELLs. Without specific accreditation requirements, teacher education programs may not include adequate programming in ELL education:

Despite the fact that 49 states have programs that are accredited by NCATE, we find that the enforcement of diversity standards and the use of research-based knowledge on best practices when it comes to ELLs is often not reflected in program requirements. (Samson & Collins, 2012, p. 17).

In conclusion, the ELL population in K-12 education is rising rapidly (DelliCarpini, 2014; Samson & Collins, 2012) and teacher education programs must prepare all preservice teachers for the growing ELL population that is inevitable in their future classrooms (TESOL, 2010). Unfortunately, many general education preservice

teachers are not being properly prepared to teach ELLs using best practices for ELL instruction (Damore & Murray, 2009; DelliCarpini, 2014; Lucas, et al., 2008; Samson & Collins, 2012). A best practice which has emerged from ELL education is collaboration between ELL and general education teachers (DelliCarpini, 2014; Lopez, et al., 2013; Samson & Collins, 2012). However, there is little research on how teacher education programs are preparing preservice teachers to collaborate. The pressures of teaching coupled with increasing ELL student populations can be overwhelming for any educator, much less a first year teacher. However, when preservice teachers learn to collaborate with each other in their teacher education programs, they are better equipped for tackling issues in their own classrooms (Baecher, 2014). As such, this dissertation will explore the extent and ways five teacher educators, from three teacher education programs in the Midwest and one program in the Southwest, are preparing ELL preservice teachers to collaborate in K-12 ELL education.

Statement of the Problem

According to best practices in ELL education, teacher education programs should be teaching all preservice teachers to collaborate for ELLs (Damore & Murray, 2009; DelliCarpini, 2014; Lucas et al., 2008; Samson & Collins, 2012). The TESOL standards explicitly mandate that preservice ELL teachers learn to collaborate with general education teachers (2010). However, specific ELL and general education teacher collaboration is not addressed in the InTASC (CCSSO, 2011) or CAEP (2013) standards, which shape general education teacher education programs.

In my own experience as a student in a general education teacher education program and six years of professional teaching experience, including one year as a

general education elementary teacher and five years as an ELL teacher, I did not see any evidence that teacher educators were preparing general education and ELL preservice teachers to collaborate at any level in their teacher education programs. While working as an ELL teacher, I found that most general education teachers had little understanding of the role of the ELL teacher and how to meaningfully collaborate to enhance instruction for ELLs. In fact, I often thought that general education teachers viewed me as a highly paid paraprofessional. Although I was required to attend grade-level professional learning community (PLC) meetings, the general education teachers did not utilize me as a professional resource who could help them adapt or modify instruction based on language proficiency. Throughout those years I hosted many field experience preservice teachers in my classroom, and was not ever aware of any collaborative components required by them to complete under my supervision. Additionally, there was little research found on the extent and ways teacher education programs are preparing preservice teachers to collaborate.

Purpose of the Study

The purpose of this qualitative study was to determine what five ELL teacher educators, from three teacher education programs in the Midwest and one in the Southwest, are teaching about collaboration in ELL education, and why collaboration would possibly not be taught. The outcomes from this study were used to make recommendations regarding curriculum and practical experiences in teacher education programs, specifically to foster collaboration between ELL and general education preservice teachers. The study aimed to find evidence of specific programs or practices

that could inform teacher educators trying to establish collaborative practices for ELL and general education preservice teachers in their own teacher education institutions.

Research Questions

This research project was conducted and analyzed in a qualitative research format guided by the following research questions:

1. To what extent and in what ways are ELL teacher educators preparing ELL preservice teachers to collaborate in K-12 ELL education.
2. If ELL teacher educators are not preparing ELL preservice teachers to collaborate, why not?
3. Based on the views of ELL teacher educators, what are the best ways to teach ELL preservice teachers to collaborate for ELLs?

Delimitations of the Study

The delimiting factors of this study included the choice of research question, the theoretical perspective, and the population chosen. It is important to recognize that this study is limited to the perspectives of five ELL teacher educators, from three teacher education programs in the Midwest and one in the Southwest.

Limitations of the Study

This study is limited by the scope of the five participants and the teacher education programs they represent from the Midwest and Southwest. All participants were ELL teacher educators and thus the study is limited to their perceptions and does not include the perceptions of general teacher educators. Four of the participants taught in Midwestern universities with less than 10% of K-12 ELL population. Only one participant taught in a Southwestern university where ELL K-12 populations were more

significant. Because of this, the results of my study may not be representative or applicable to other teacher education programs across the United States.

Assumptions

There were several assumptions for this study. First, it was assumed that teacher educators were not adequately preparing ELL and general education preservice teachers to collaborate for ELL students, especially of the four participants from Midwestern teacher education programs, as the K-12 ELL populations were limited and less than 10% of the population. Second, it was assumed that many preservice teachers are unprepared to teach ELL students. Third, it was assumed that time and resources are limiting factors of teacher education programs.

Definition of Key Terms

ELL: English Language Learner

Collaboration: “Style of interaction between two equal parties working together for a common interest” (Cook & Friend, 1991; Brownell, Griffin, Leko, & Stephens, 2011).

Collaborative Teaching: Any two teachers partnering with a common goal of planning, learning, providing leadership, and teaching collaboratively.

Co-Teaching: “Two teachers working together with groups of students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space” (Bacharach, Heck, & Dank, 2004).

Preservice Teacher: Undergraduate university student majoring in elementary or secondary education

Teacher Educator: University professor responsible for educating preservice teachers

General Education Preservice Teacher: Undergraduate university student majoring in education without an ELL endorsement

ELL Preservice Teacher: Undergraduate university student majoring in education with an ELL endorsement

General Education Teacher: K-12 Public School Teacher without an ELL endorsement

ESOL: English for Speakers of Other Languages

TESOL: Teachers of English to Speakers of Other Languages

CAEP: Council for the Accreditation of Educator Preparation

Midwest: Northern central interior planes of the United States, known as the breadbasket of the country

Southwest: Dry, arid region in the Southwestern part of the United States, with strong Spanish speaking and Native American components

Chapter II will outline the theoretical perspective for the study, analyze the literature providing the rationale for the study, and provide current research supporting the need for the study.

CHAPTER II

LITERATURE REVIEW

The purpose of this qualitative study was to determine what five ELL teacher educators, from three teacher education programs in the Midwest and one in the Southwest, are teaching about collaboration in ELL education, and why collaboration would possibly not be taught. The research questions were:

1. To what extent and in what ways are teacher educators preparing ELL preservice teachers to collaborate in K-12 ELL education.
2. If teacher educators are not preparing ELL preservice teachers to collaborate, why not?
3. Based on the views of teacher educators, what are the best ways to teach ELL preservice teachers to collaborate for ELLs?

Chapter II contains eight sections. The chapter begins with a discussion of the sociocultural theoretical framework that informed the research on collaboration for ELLs in teacher education. Section two defines and describes the principles and characteristics of collaboration. Section three provides the basis for ELL collaboration. Section four describes collaborative practice examples. Section five outlines collaboration for ELLs in teacher education programs. Section six discusses collaboration in K-12 education, and section seven describes current research in collaboration and teacher education. Chapter two concludes with a summary on the literature review findings.

Sociocultural Theoretical Framework

Vygotsky's (1978) sociocultural perspective provides the theoretical foundation for examining how social and cultural influences affect teacher educators charged with preparing ELL preservice teachers to collaborate. It also provides "a deeper understanding of both the possibilities for and the problematic nature of educational reform" (John-Steiner & Mahn, 1996, p. 204). The approach is based on the idea that teaching methods in teacher education are culturally and socially situated, and individual learning processes between teacher educators and preservice teachers are mutually dependent (John-Steiner & Mahn, 1996). Vygotsky stated,

The search for method becomes one of the most important problems of the entire enterprise of understanding the uniquely human forms of psychological activity.

In this case, the method is simultaneously prerequisite and product, the tool and the rest of the study. (Vygotsky, 1978, p. 65)

Teacher educators may employ a method called scaffolding (Vygotsky, 1978), which aim to extend the abilities of preservice teachers and allow them to perform tasks beyond which they would be able to complete individually. Vygotsky's (1986) concept of the "Zone of Proximal Development" (ZPD) in teacher education is defined as the distance between what preservice teachers are able to accomplish independently and with assistance by the methods of teacher educators. Although ELL preservice teachers may not be able to practice collaboration on their own accord, ELL teachers could employ the method of scaffolding to teach and model collaboration within the contexts of individual preservice ELL courses.

John-Steiner and Mahn (1996) developed a model of the collaboration process based on Vygotsky's sociocultural theory (1978). The model is situated within sociocultural theory because it relies heavily on the "interdependence of social and cultural processes" (John-Steiner & Mahn, 1996, p. 191). This theoretical model of the collaboration process is a non-hierarchical conceptualization intended to identify the collaborator's values, roles, working methods, and conflict-resolution strategies (1996). Although their model was created for collaboration in special education, it is also applicable to ELL teacher education because it provides the framework for ELL and general education teacher educators to work together and incorporate ELL best teaching practices in all courses. John-Steiner and Mahn's (1996) model can provide the basis for understanding how social learning, relationships, and experiences affect what ELL preservice teachers are being about collaboration because of the focus on the interdependent relationships of ELL and general education teacher educators. ELL teacher educators can employ Vygotsky's scaffolding method within John-Steiner and Mahn's (1996) collaborative model to enhance what general education teachers know and can teach preservice teachers about ELLs, and for teacher educators to analyze the impact of cultural and linguistic factors on pedagogical approaches (1996) preservice teachers will be exposed to in the K-12 classroom.

John-Steiner and Mahn's (1996) model uses the circular shape and dotted lines to exemplify that "collaborative efforts are dynamic, changing processes" (p. 199). "The order of the patterns is not hierarchical, and collaboration can be initiated at any level and be transformed over time" (p. 199). Participants in collaboration develop a mutual dependence as they begin the relationship by depending on others with more experience

and over time take on increasing professional responsibility (Lave & Wenger, 1991). As collaborations move toward the center of the circle, they “tend to be longer term and are characterized by the increasing importance of negotiated and common values” (p. 199).

Therefore, as ELL teacher educators scaffold learning about ELLs for general education teacher educators, eventually the general education teacher educators could take more responsibility in preparing all preservice teachers to teach ELLs because of increased knowledge from the collaborative process, while ELL teacher educators could focus on ELL teaching practices specific to ELL preservice teachers. Ideally, the collaborative process displayed in this model would result in the “construction of shared ideologies” (John-Steiner & Mahn, 1996, p. 200) between ELL and general education programs, integrating ELL and general education for all preservice teachers. A teacher education program with ELL and general education certification would inherently prepare ELL preservice teachers to collaborate because the entire ELL program is intertwined, unified, and integrated within general education. Collaboration is the method through which teacher educators teach and preservice teachers learn to teach all students. “Studies of teachers in dynamic interactions with other teachers, students, researchers, and reformers are important in the ongoing sociocultural research into collaboration and educational change” (John-Steiner & Mahn, 1996, p. 201).

Principles and Characteristics of Collaboration

The term “collaboration” is used in so many ways that it “often contributes to confusion about ideas, programs, and services rather than clarification” about its meaning (Cook & Friend, 2010, p. 3). Collaboration is not a program to be implemented or a

Collaboration: Roles, Values and Working Methods

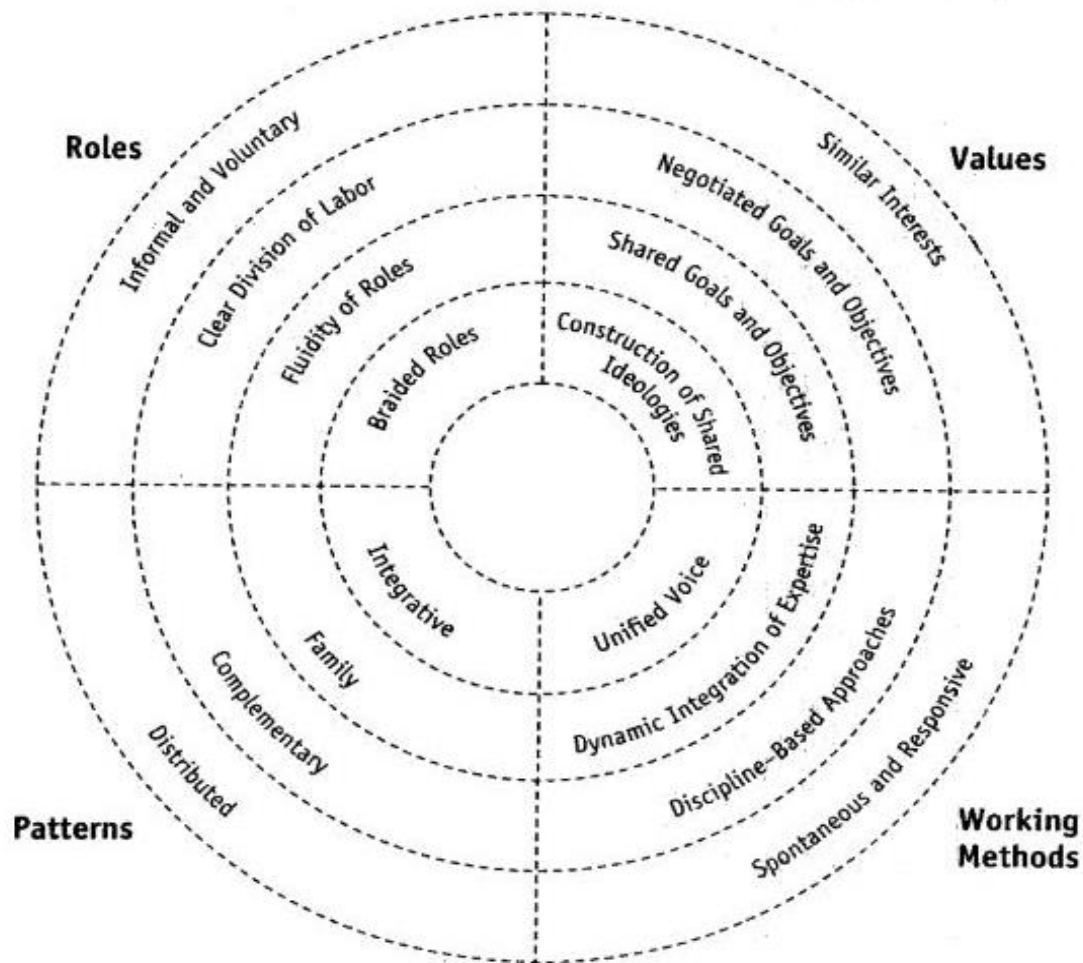


Figure 1. Collaborative Model. (John-Steiner & Mahn, 1996, p. 200)

specific model of instruction; rather, it is a style of interaction between two equal parties working together for a common interest (Cook & Friend, 1991; Brownell, Griffin, et al., 2011). Cook and Friend (1991) have long established five principles necessary for collaboration to exist in education:

1. Collaboration as a style may exist in almost any school program but is not a prerequisite to most school programs;

2. Collaboration in schools may occur informally as well as through organizational efforts;
3. Collaboration requires time to develop;
4. Collaboration is not a Panacea;
5. Collaboration may raise ethical issues for professionals working with students with disabilities (p. 6).

These principles serve to help educators separate the style of interaction from the type of program being used. Collaboration does not need to happen for school programs to exist; rather, the interaction can be applied within virtually any school program (Cook & Friend, 1991). The interaction is simply an exchange between equal parties and should not present a positive or negative situation. As it is a style of communication, it takes time to learn and develop; it is appropriate for educators to set expectations for the situational constraints they are under (Cook & Friend, 1991). Collaboration is not designed to correct fundamental problems with programs (Cook & Friend; Brownell et al., 2011).

Unfortunately, it can be difficult to determine interactions that are collaborative, versus interactions that are simply cooperative, without specific knowledge of the characteristics of collaboration (Cook & Friend, 2010; Jones, Youngs, & Frank, 2013). Cook and Friend (1991) have also defined the characteristics of collaboration, including:

- Collaboration is voluntary;
- Individuals who collaborate share a common goal;
- Collaboration requires parity among participants;
- Collaboration includes shared responsibility for decisions;

- Individuals who collaborate share accountability for outcomes;
- Collaboration includes sharing resources (p. 6).

Collaboration requires both parties to be wholly invested in the process and dedicated to a common outcome. Developing an understanding of these characteristics is the first step towards gaining buy-in to the process. Attitudes about collaboration can change the climate of interactions between teachers; therefore, in order to completely invest in the process, an understanding of the basic characteristics of collaboration must be present from the start. Although collaboration is a useful and successful style of interaction, it cannot be mandated (Cook & Friend; Jones et al., 2013).

ELL Collaboration

Honigsfeld and Dove's (2010) collaboration model is supported by Vygotsky's sociocultural theory as knowledge is created and supported contextually under diverse social and cultural circumstances (John-Steiner & Mahn, 1996). "Sociocultural theory recognizes the need for cultural, cognitive, and attitudinal bridges between [ELL] students and their environment" (John-Steiner & Mahn, 1996, p. 203). The collaborative practice of "analyzing how students learn, as well as acknowledging and attempting to understand the culturally conditioned knowledge they bring to the classroom, can help lead to effective teaching" (John-Steiner & Mahn, 1996, p. 202). Collaboration for ELLs allows teachers to create authentic, meaningful, and relevant learning experiences using integrated language and content teaching approaches, as well as holistic instruction using both instructional and non-instructional activities. The ELL and general education teacher can work together to integrate academic language and content goals using higher order thinking skills and accessing prior knowledge of students.

Unfortunately, “teachers substitute genuine collaboration for brief hallway conversations in an attempt to isolate broad content-area topics that may be covered in class” (Honigsfeld & Dove, 2010, p. 94). Short discussions about content area topics provide only small amounts of congruence between general content education and the language-focused lessons ELLs need to achieve success (Honigsfeld & Dove, 2010). In order to “successfully collaborate for the sake of ELLs, guidelines and procedures must be developed, implemented, and maintained that cultivate the transition from working in isolation to working in collaborative partnerships” (Honigsfeld & Dove, 2012, p. 42).

Honigsfeld and Dove (2010) established the framework of the Four Cs of Collaboration (see Figure 2), “in which collaborative serves as a defining adjective, followed by a key dimension of behavior that teachers engage in collaboratively” (p. 14).

The Four C’s of Collaboration are:

- Collaborative conversations
- Collaborative coaching
- Collaborative curriculum development
- Collaborative craftsmanship.

One of the underlying premises of collaboration within ELL education is that teachers are actually teaching each other how to teach ELLs by sharing their areas of expertise (Little, 1982). This model requires the ELL and general education teachers to purposefully plan, prepare, and evaluate teaching and student learning together (Little, 1982). Using the Four C’s model, ELL and general education teachers are able to share not only expertise of their crafts, but responsibility for student learning and engagement, while also allowing for personal growth through a chosen and purposefully symbiotic

<p style="text-align: center;">Collaborative Conversations</p> <p><i>Talk about</i></p> <ul style="list-style-type: none"> ◆ Students' needs ◆ Students' lives ◆ Students in and out of school work ◆ Curriculum and instruction ◆ Teachers' own struggles ◆ Teachers' own successes ◆ What matters to you, the teacher 	<p style="text-align: center;">Collaborative Coaching</p> <p><i>Use peer coaching to improve</i></p> <ul style="list-style-type: none"> ◆ Lesson planning ◆ Lesson delivery ◆ Unit design ◆ Use of supplementary materials ◆ Adapted content ◆ Modified instruction ◆ Assessment practices
<p style="text-align: center;">Collaborative Curriculum Development</p> <p><i>Align</i></p> <ul style="list-style-type: none"> ◆ Lesson objectives (language objectives and content objectives) ◆ Unit goals ◆ Curriculum maps ◆ Primary and supplementary instructional materials ◆ Adapted texts and materials ◆ Resources 	<p style="text-align: center;">Collaborative Craftsmanship</p> <p><i>Explore</i></p> <ul style="list-style-type: none"> ◆ ELLs' background knowledge ◆ ELLs' prior learning ◆ Peer coaching ◆ Planning instruction collaboratively or in the context of co-teaching ◆ Effective methods for aligning curriculum and objectives ◆ Using time more effectively ◆ Making the most of collaborative efforts

Figure 2. Honigsfeld and Dove's Four Cs of Collaboration. (2010, p. 15)

relationship. The Four C's model can also be employed by ELL and general education teacher educators to integrate ELL teaching practices and as a method to scaffolding learning at all levels of teacher education programs.

Collaborative Practice Examples

Sustaining effective and successful collaboration been reported to be dependent on mainly two variables: leadership and formally articulated procedures (Pawan & Ortloff, 2011). Both Professional Learning Communities (PLCs) and co-teaching models are proven to be successful under these variables and in meeting the unique needs of K-12 ELLs (Dufour, 2004; Honigsfeld & Dove, 2010). ELL teachers should “seek to establish professional learning communities in which their expertise plays a prominent,

not a peripheral, role and where teacher expertise can be distributed across a faculty or team” (TESOL, 2010, p. 21).

The nation’s roughly 45,000 ELL teachers—many of whom split their time among schools with little chance to co-teach or plan with content teachers—have expertise and strategies that experts say all teachers will need to ensure that English-learners are not shut out of the rigorous, grade-level content that the common core envisions will prepare all students for college and careers.

(Maxwell, 2013, p. 9)

PLCs have become the structure for carrying out the style of collaboration in schools while keeping the primary focus on student learning. PLCs are driven by three guiding questions:

1. What do we want each student to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty in learning?

(Dufour, 2004, p. 8).

All characteristics of collaboration must be present within Cook and Friend’s (1991) set of principles in order for a PLC to operate properly. PLCs are a continuous cycle of formally and informally assessing student learning, pre-teaching, teaching, and re-teaching curriculum. Many schools have developed grade level PLCs where teachers meet in collaborative sessions; they often create common assessments and lesson plans to compare student learning (Pugach, Blanton, & Correa 2011). ELL and special education teachers are imperative to this process as experts in what their respective students know and are able to accomplish in the general education classroom. They are able to help the

general education teachers scaffold language learning and suggest modifications for individual students based on individual academic language levels. This process places student learning in the forefront of the discussion and involves all members of the PLC. ELL teachers should “seek to establish professional learning communities in which their expertise plays a prominent, not a peripheral, role and where teacher expertise can be distributed across a faculty or team” (TESOL, 2010, p. 21). “When a school begins to function as a PLC...teachers become aware of the incongruity between their commitment to ensure learning for all students and their lack of a coordinated strategy to respond when some students do not learn” (Dufour, p. 8). The collaborative process of a PLC allows for a coordinated effort between members, as well as shared goals, responsibility, accountability.

Co-teaching, which is a second collaborative practice, is defined as “two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space” (SCSU, 2017, para. 2). Co-teaching is not:

- One person teaching one subject followed by another who teaches a different subject;
- One person teaching one subject while another person prepares instructional materials;
- One person teaching while the other sits and watches;
- One person’s ideas prevail regarding what will be taught and how it will be taught;
- Someone is simply assigned to act as a tutor (SCSU, 2017, para. 3).

Co-teaching with ELL and general education requires both teachers to be engaged, equal partners working to align academic language and content goals.

Honigsfeld and Dove (2010) “designed a visual representation of key factors necessary to address the unique academic, cultural, and linguistic characteristics and needs of ELLs in an ELL co-teaching context” (Honigsfeld & Dove, 2010, p. 73).

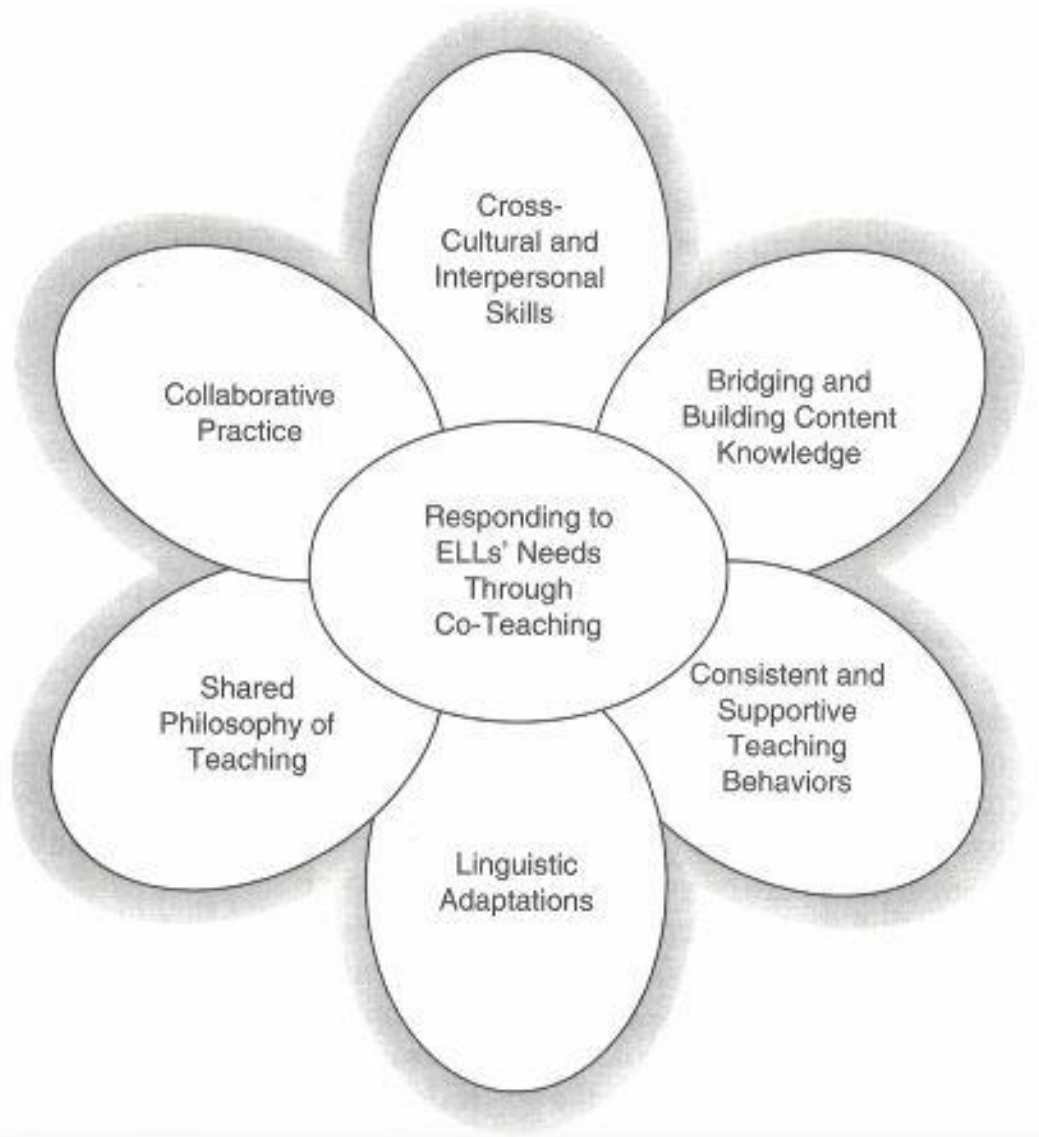


Figure 3. How to Create a Blossoming Co-Teaching Program. (Honigsfeld & Dove, 2010, p. 74)

Shared Philosophy of Teaching: Teachers must reflect on and share their fundamental beliefs about learning and teaching all children, and more specifically, about how ELLs can acquire a new language and learn challenging academic content best.

Collaborative Practice: Teachers must willingly and voluntarily engage in all three phases of collaborative practice: planning, implementing, and assessing instruction.

Cross-Cultural and Interpersonal Skills: To effectively co-teach, all involved must pay special attention to and further develop their cross-cultural understanding, communication, and interpersonal skills.

Bridging and Building Content Knowledge: Teachers must recognize that ELLs may bring both limited prior knowledge of the target content areas and a wealth of life experiences and other information to their classes. The challenge is to activate such prior knowledge and successfully connect it to new learning. Another approach is to effectively build background knowledge so students can understand the new content.

Consistent and Supportive Teacher Behaviors: Teachers must recognize that they are role models to their students and are constantly being observed by them. So modeling consistent behavior sends a clear message to all students: Two teachers are in charge and are sharing equal responsibilities.

Linguistic Adaptations: The greatest challenge ELLs face in any K-12 classroom is the linguistic complexity in spoken and written communication. Thus, “collaborating teachers must purposefully work on adapting the difficulty level of tasks” (Honigsfeld & Dove, 2010, pg. 73). Employing Vygotsky’s method of scaffolding is an example of how teachers can adapt the difficulty level of tasks for ELLs by providing visual support, activating prior knowledge, or modifying language and content goals. ELL programs that

incorporate these factors into a co-teaching model take into account the unique needs of ELLs while simultaneously learning language and content. “An ELL program should enhance students’ understanding of English while learning classroom content as well as offer English-proficient peers to serve as language models” (Honigsfeld & Dove, 2010, p. 81).

Collaboration for ELLs in Teacher Education Programs

Collaboration in teacher education, “defined as the purposeful integration of general and [ELL] education at the preservice level...is an unmistakable trend in the initial preparation of teachers today” (Pugach et al., 2011, p. 183). Darling-Hammond (2006) advocates for the transformation of stronger, reformed models of teacher education programs through teacher educators working collaboratively to develop shared knowledge. However, more research is needed as “work that specifically explores the complexity within faculty providing professional development for fellow faculty in teacher education programs remains scarce” (Zwiep et al., 2014, p. 137).

Teacher educators need to develop their “knowledge and skills related to the education of ELLs through professional development” (Lucas et al, 2008, p. 370) before they can effectively change the curriculum and pedagogy within their programs. They need to have the skills necessary to incorporate aspects of ELL teaching methods and strategies into all content areas. “Faculty in schools of education need to learn more about ELL pedagogy and the necessity of collaborative teaching in order to prepare the next generation of teachers” (Baecher, 2014, para. 3). These skills are imperative as all teacher education programs and educators must assume that there will be ELLs in all public schools (Baecher, 2014).

Collaboration for ELLs in teacher education is aimed to help ELL preservice teachers learn about second language acquisition, teaching methods, and curriculum as well as by giving time to discuss ideas, reflect on experiences, and explore new thoughts and theories.

In order to fully engage as professionals, ELL preservice teachers must be grounded in the historical and theoretical foundations of the field, committed to continue to learn through reflective practice and classroom inquiry, and able and willing to contribute to the professional development of their colleagues and actively serve as advocates for their ELL students. (TESOL, 2010, p. 25)

Collaboration about ideas and experiences, without authentic teaching experiences, is not enough for preservice teachers to learn to effectively teach ELLs. ELL preservice teachers require experiences working with ELLs, in addition to collaboration time with peers and teacher educators, to debrief about their teaching. “Teacher education programs can prepare preservice teachers to teach ELLs by requiring them to spend time in schools and classrooms where they will have contact with ELLs during fieldwork courses and fieldwork requirements in regular courses” (Lucas, Villegas, & Freedson-Gonzales, 2008, p. 370). Likewise, learning to teach without collaborating about the teaching practices does not allow preservice teachers to fully reflect on the process.

Tilley-Lubbs and Kreye’s (2013) research agrees that conversations about and readings on collaboration can provide a weak guide, but teacher educators must model collaborative planning and implementation for preservice teachers to gain more than merely a theoretical understanding of collaboration in education. “Collaboration is fraught with complexities and needs to be modeled and supported within teacher

education programs if new teachers are to enter the workforce prepared” (DelliCarpini & Gulla, 2010, p. 80). Research shows that preservice teachers with combined experiences of teaching and collaboration experience the greatest gains in knowledge and improvements in their practice (Brownell et al., 2011).

In addition to gains in knowledge and practice, preservice teachers who learn to effectively collaborate within their teacher education programs will be better prepared to collaborate in the schools where they begin teaching. When preservice teachers learn to collaborate with each other in their teacher education programs, they are better equipped for tackling issues in their own classrooms, (Baecher, 2014) and exhibit “improved teacher practice and student learning; a climate of intellectual inquiry; teachers’ ability and willingness to serve as leaders; new teacher learning and retention; reduced alienation; and social justice and democracy” (Westheimer, 2008, p. 776).

ELL preservice teachers must be able to explain how ELL instruction is more than best practices and be prepared to assist their general education colleagues in recognizing the explicit linguistic demands, implicit cultural expectations, and assumptions of prior experience that ELL students face in school. (TESOL, 2010, p. 20)

Developing positive habits with collaboration reinforces the process as preservice teachers graduate (Garcia et al., 2010).

Preparing preservice teachers to view working collaboratively as a natural part of teaching helps to relieve the anxiety regarding asking for needed assistance. Encouraging (and even requiring) the preservice teachers to connect with other teachers while they are doing their practicum and student teaching again

establishes habits of collaboration that may help the teacher during that first year.

Discussing with student teachers the importance of finding a good mentor, strategies for finding a mentor, and what to look for in a mentor may help them connect early with someone who can be of assistance before that first year becomes overwhelming. (Whitaker, 2003, p. 114)

Teacher education programs must produce culturally responsive preservice teachers (Lucas et al., 2008). “Preparing culturally responsive teachers and knowledge related to ELLs focuses on contextualizing knowledge of students within their communities, along with understanding the nexus between identity and language and the sociocultural impact of communities on students and classrooms” (Garcia, Arias, Murri, & Serna, 2010, p. 136). Learning best teaching practices in general education is no longer adequate for today’s classrooms.

Collaboration in K-12 Education

ELLs are a growing population in K-12 education, which requires the attention of both general education (mainstream) teachers, and ELL teachers. Mainstream teachers often have ELLs in their classes, yet “most mainstream classroom teachers are not sufficiently prepared to provide the types of assistance that ELLs need to successfully meet this challenge” (Lucas, et al., 2008, p. 361). Collaboration can help to tackle this challenge; however, “effective collaboration between the mainstream and ELL teacher” is often a missing, essential component in K-12 ELL education (Bell & Walker, 2012, p. 15). Unfortunately, this may lead to inaccessible content and academic language for ELLs left unsupported and inadequately instructed by unprepared mainstream teachers. Collaboration joins the knowledge and expertise of the mainstream and ELL teachers, as

“the ELL teacher contributes knowledge of second language acquisition and teaching strategies for language and academic content, whereas the mainstream teacher contributes knowledge of grade-level curriculum and standards. This combined knowledge allows for strategic planning and instruction” (Bell & Walker, 2012, p. 15).

Bell and Walker (2012) “examined ELL and mainstream teacher collaboration at three urban elementary schools in one school district in the eastern United States” (p. 16). Five mainstream teachers, three ELL teachers, and three administrators participated in the study aimed to develop a model describing the core phenomenon of effective collaboration between mainstream and ELL K-12 teachers. As depicted below in Figure 4, the findings “demonstrated that effective collaboration between mainstream and ELL teachers can exist if conditions support it” (Bell & Walker, 2012, p. 19). Bell and Walker’s model is comprised of six components:

1. The rationale for collaborating;
2. The core phenomenon or the participants’ shared definitions of collaboration;
3. The collaborative practices that occurred between the ELL and mainstream teacher;
4. The contextual factors that made collaboration possible;
5. The barriers that existed; and
6. The outcomes made possible by the combination of factors and processes at work (2012, p. 17).

This model “can be used by teachers, administrators, or policy makers interested in implementing or improving such collaborate by better understanding the contextual fators and processes in operation” (Bell & Walker, 2012, p. 17). Collaboration between

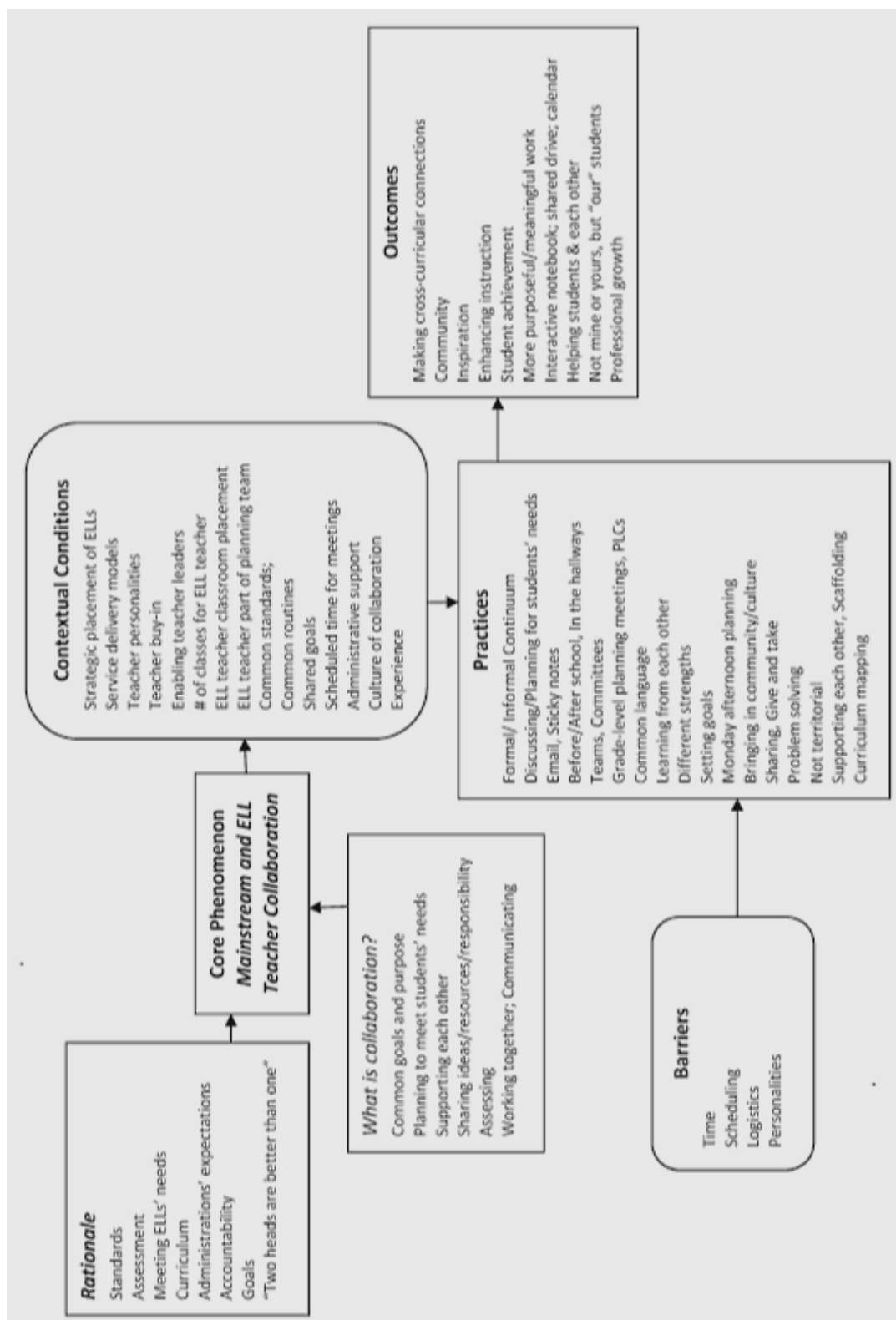


Figure 4. Model of mainstream and ELL teacher collaboration. (Bell & Walker, 2012, p. 18)

mainstream and ELL teachers is possible with a shared definition and rationale of collaboration, supportive contextual conditions which limit common barriers, leading to effective collaborative practices and ending in positive outcomes for ELL student learning and growth.

Bell and Walker (2012) identified the following factors for making K-12 ELL collaboration successful:

1. There must be a compelling rationale for teachers to voluntarily collaborate; it could be based on need (expectations for meeting adequate yearly progress, integration of content and language standards in the curriculum), school philosophy or structure (PLC, shared goals, administrators' expectations), or desire to better their practice (information sharing to improve instruction for ELLs).
2. Teachers and administrators must share a common understanding of the core phenomenon: What does it mean to collaborate? What are the goals and purpose of collaborating?
3. As many of the contextual conditions that foster collaboration must be in place as possible. There are many factors listed on the model that should be addressed before implementing a collaborative approach to teaching between mainstream and ELL teachers. Consideration must be made in regards to the ELL teacher's caseload, schedule, and service delivery model, as well as to collaborating teachers' personalities and attitudes. Teachers must be afforded time and opportunities to meet, and there should be expectations for what occurs during those meetings. There has to be administrative support in order for effective

collaboration to occur. Contextual factors which are not addressed can become barriers to collaboration.

4. Some barriers will remain regardless of sincere attempts to eliminate them. Time is the most difficult barrier to overcome; it requires administrators' support and careful planning to alleviate its negative effects on collaboration.
5. Collaboration practices are impacted by the contextual conditions and barriers at a school. For instance, teachers who have a common planning time may be able to share ideas and support each other's language and content goals during instruction more than teachers who do not have a common planning time.
6. If teachers perceive collaboration to be beneficial, share a common understanding of what it means to collaborate, and have the contextual structures in place to support their actions and interactions among other teachers, the outcome can be successful, effective collaboration (pgs. 23-24).

Barriers to Collaboration in K-12

It is necessary to consider if the barriers for collaboration in ELL education that currently exist in K-12 education also exist for teacher educators or hinder the extent and ways they prepare preservice teachers to collaborate for ELLs. "By illuminating the issues surrounding collaboration, educators and administrators can address conditions to initiate, sustain, and/or improve collaboration between mainstream and ELL teachers" (Bell & Walker, 2012, p. 24). Unfortunately, "teacher educators seem to have lost their voice in arguing for—and helping to shape—the kinds of schools and education that will allow teachers to practice well and children to learn and thrive" (Darling-Hammond, 2006, p. 1). Therefore, the role of the sociocultural theoretical perspective is to

contextualize collaborative practices and “...look at change at different levels of analysis and organization. Central to the task of educators...is conceiving of our work as a system rather than as a set of isolated activities” (John-Steiner & Mahn, 1996, p. 204).

“Attention must be given to contextual conditions, barriers and practices in schools; simply saying educators should or must collaborate is not enough to create a successful partnership” (Bell & Walker, 2012, p. 24). Bell and Walker (2012) found that some of the barriers to collaboration found in K-12 ELL education include a lack of time to collaborate, scheduling issues, physical logistics, and personality differences. For example, opportunities for teachers to collaborate on a regular basis are rare (Cochran-Smith, 2001; Westheimer, 2008) as teachers who specialize are often isolated (Crawford, 2004). This isolation is enforced by both structural and cultural conditions (Westheimer, 2008). “The old mores and the physical realities of schools built in the mid-to late twentieth century still continue to reinforce teacher autonomy and isolation” (Honigsfeld & Dove, 2010, p. 16).

The documented perception that ELL teachers are of a lesser status because of the groups of students they serve ultimately compounds the problem of isolation (Crawford, 2004; Garcia et al., 2010). ELLs themselves in K-12 classrooms are more likely to be segregated in their classrooms and be taught by inexperienced, unprepared teachers (Rodriquez, 2014). ELL teachers are often isolated as the sole professionals responsible for language development in ELLs, while ideally they need to work directly with ELL students as well as consultants to general education teachers (Maxwell, 2013). The isolation of ELL teachers and their expertise in best practices for ELL instruction limits the access ELL students have to general education content because general education

teachers are responsible for the majority of instruction for ELLs during each school day while time with ELL teachers is limited (Honigsfeld & Dove, 2010; Echevarria, Vogt, & Short, 2008).

Current Research in Teacher Education

Early sociocultural research of bilingual classrooms showed that collaboration in K-12 education results in a positive view of ELL capabilities and “a much more valid understanding” (p. 239) of the social and cultural constraints placed on ELLs under traditional pedagogy (Moll, 1992). Approaching collaboration for ELLs under the sociocultural premise that language learning is both socially situated and culturally situated allows for a more dynamic and positive view of ELLs’ capabilities by K-12 ELL and general education teachers (Moll, 1992). “We also gain, particularly in the case of minority children, a more positive view of their capabilities and how our pedagogy often constrains, and just as often distorts, what they do and what they are capable of doing” (Moll, 1992, p. 239).

Rodriquez (2013) conducted a qualitative study with 53 Hispanic preservice teachers investigating the “effect of a collaborative service learning project in which bilingual and ELL preservice teachers created an ELL unit to teach language through content to ELLs” (p. 19). The study concluded that “the collaborative project had a positive effect on the professional development of...preservice teachers” (p. 29). The collaborative exercises completed by the preservice teachers in the study “are ideal to assess the meaning preservice teachers extract from the instruction they receive and how they connect such meaning with personal experiences to further refine their developing identities as teachers” (p. 30). In addition, “participants gained knowledge about

effective practices in the instruction of ELLs, such as integrating sheltered strategies and...language skills, valuing students' first languages as they planned a unit that integrated language and content instruction for ELLs" (p. 31).

Daniel (2014) conducted a qualitative study that highlights the need to improve teacher education for ELLs. Daniel interviewed four participants to explore "preservice teachers' perceptions of how they learned to educate ELLs during their teaching internships" (p. 9). The preservice teachers were required to student teach linguistically and culturally diverse student populations under the expertise of experienced mentors (2014). Daniel concluded that while socialization was imperative and retained stronger effects during student teaching than any other time in a teacher education program, more research is needed about "how preservice teachers learn to educate culturally and linguistically diverse students during typical pre-service teacher education programs" (p. 8).

A comparative case study of two teacher education programs by McDonald in 2005 focused on the poor quality of preservice teacher preparation to teach for social justice (McDonald, 2005). "McDonald expressed concern that when programs only attend to educating ELLs through dedicating one day of one course to the subject, candidates may compartmentalize linguistically responsive pedagogy rather than consider ways of adapting their daily practice to support ELLs" (Daniel, 2014, p. 8). McDonald concluded that more research is needed to learn how programs designed to teach for social justice are implemented in teacher education programs (2005).

Project CREATE (Curriculum Reform for All Teachers of English Language Learners) is a "five-year project to prepare all new teachers graduating from Saint

Michael's College (SMC) to work effectively with the increasing number of English Language Learners in U.S classrooms" (SMC, 2008, n.p.). The project focused on teacher educators collaborating and learning from each other in order to be able to better prepare preservice teachers. CREATE is a collaboration between faculty from SMC's applied linguistics and education departments, college faculty and teachers in partner schools, ELL and general education teachers (SMC, 2008). This program is a "collaboration of linguists and general educators that has been enhanced by the development of a shared language and shared conceptual framework based on genre-based pedagogy and systemic functional linguistics" (SMC, 2008, n.p). Within CREATE, "teachers and teacher educators together investigated teaching practice to identify, explicate, and examine specific issues and problems of teaching academic language in specific content disciplines such as math, science, and social studies" (Nagle & MacDonald, 2014, p. 62).

CREATE's goals are threefold:

Collaboration: CREATE will develop partnerships within the College and with local schools

Reform: to examine and improve ELL instruction

Innovation: and develop innovative SMC student placements to support local initiatives in ELL instruction. (SMC, 2008)

These goals are reflected in the Collaborative Action Projects researched and implemented by linguists, education faculty, and local teachers annually during the five-year span of Project CREATE. The Collaborative Action Projects provided all participants with an opportunity to turn a critical focus on academic language for ELLs

(SMC, 2008). Additionally, the participants were able to meet to present the Projects and discuss findings for further inquiry and collaboration. Preservice ELL teachers studying at St. Michael's College were consequently able to study under teacher educators both experienced in designing curriculum specifically for ELLs and collaborating with other teacher educators, K-12 teachers, and linguists for the purpose of curriculum reform for ELLs.

The Teaching English Language Learners Project is a collaboration model between higher education and local urban school districts “which sought to better prepare prospective teachers to meet the needs of English learners in secondary content classrooms” (Zwiep et al., 2014, p. 137). Within this model, teacher educators collaborated with ELL experts to learn more about ELLs, in order to be able to teach preservice teachers about ELLs more effectively. The project focused on professional development with faculty at a large, urban, state university within a secondary teacher education program. “This project was unique in that from conception through implementation its ideological foundation and modeled applications were grounded in genuine and ongoing collaboration between faculty and district teachers and administrators” (Zwiep et al., 2014, p. 138). The model used in this particular program focused on improving faculty expertise of foundations and best practices in ELL education. “In addition to philosophical foundations of English learner-related issue, faculty must also be able to translate this developing knowledge into practical examples that can be used in K-12 classrooms and model appropriate approaches in their own teacher preparation courses” (Zwiep et al., 2014, p. 142). University faculty were required to spend a span of 5-6 weeks observing discipline-specific and English language

development K-12 teachers; “faculty observe that exemplary teachers differentiate instruction using scaffolded techniques to engage native English speakers and English learners in standards-based lessons without sacrificing rigor” (Zwiep et al., 2014, p. 142).

This project was done to improve preservice teacher readiness to educate ELLs by affording teacher educators the opportunity to collaborate with each other, secondary teachers, and administration (Zwiep et al., 2014).

The overarching goal...was to improve faculty’s understanding of the academic needs of English learners, their ability to model and implement instruction that supports these students acquisition of language, literacy, and content, and faculty’s overall confidence in preparing teachers for instructing English learners in K-12 settings. (Zwiep et al., 2014, p. 139)

Preservice teachers were in turn afforded the opportunity to learn under revised course syllabi and assessments specifically for ELL education, as well as teacher educators knowledgeable in the diverse needs of ELLs (Zwiep et al., 2014).

The University of Colorado, Colorado Springs (UCCS) developed an infused Bachelor of Arts in Inclusive Elementary Education degree, including K-6 licensure and endorsements in special education ages 5-21 and ELL grades K-12. The program was fully approved in February 2016, and the degree utilizes the following:

- Courses designed to infuse special education and ELL methods and strategies throughout the program;
- Field experiences early and often allow preservice teachers to apply learning to classroom;
- Preservice teachers spend over 800 hours in the field;

- Preservice teachers have multiple opportunities to plan lessons, teach, and assess effectiveness of instruction while qualified supervisors provide feedback throughout the program (UCCS, 2016).

UCCS's inclusive elementary education degree also includes specific coursework on methods and models for collaboration between ELL and general education teachers. The multi-credential teacher education program implemented at UCCS is a hallmark example of the program design necessary to fully prepare preservice teachers for the reality of ELLs in K-12 classrooms.

Summary

Current research on collaboration in teacher education, while limited, suggests that ELL preservice teachers “should assume the identity and role of a language development specialist (and not that of an instructional assistant) in collaborating or team teaching with peers” (TESOL, 2010, p. 21). Collaboration in teacher education that is practiced, modeled, and integrated into coursework can scaffold learning about ELLs for all preservice teachers to “understand why certain approaches may (or may not) work with ELL students and know how to adapt other teaching practices accordingly” (TESOL, 2010, p. 21). Although “preparing teachers as...expert collaborators who can learn from one another is essential when the range of knowledge for teaching has grown so expansive that it cannot be mastered by any individual,” (Darling-Hammond, 2006, p. 6), collaboration for ELLs in teacher education continues to be an understudied area (Bacharach & Heck, 2012; DelliCarpini & Alonso, 2014; Rodriquez, 2013; Samson & Collins, 2012; Theoharis & O'Toole, 2011; Tran, 2015).

Chapter III methods, will include a description of the qualitative research methodology. The second section describes the sociocultural approach to phenomenology. Sections three through five describe the methods, data collection, and data analysis rationale.

CHAPTER III

METHODS

The purpose of this qualitative study was to determine what five ELL teacher educators, from three teacher education programs in the Midwest and one in the Southwest, are teaching about collaboration in ELL education, and why collaboration would possibly not be taught. The research questions were:

1. To what extent and in what ways are ELL teacher educators preparing ELL preservice teachers to collaborate in K-12 ELL education.
2. If ELL teacher educators are not preparing ELL preservice teachers to collaborate, why not?
3. Based on the views of ELL teacher educators, what are the best ways to teach ELL preservice teachers to collaborate for ELLs?

Chapter three includes descriptions of the qualitative research methodology of this study, including a constructivist approach to phenomenology. A description of the methods, including role of the researcher, participants, data collection, and data analysis are also included in sections three through five of chapter three.

Qualitative Research Methodology

The use of qualitative methods allows the researcher to understand the experiences of the participants and focus on the meaning they make of the problem

(Creswell, 2013). The goal of the research was to “rely as much as possible on the participants’ view of the situation” (Creswell, 2013, p. 25).

Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. Qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. (Creswell, 2013, p. 44)

The following five intellectual goals of qualitative research guided the research to understand and interpret how the participants construct the world around them (Glesne, 2006; Maxwell, 2013):

1. Understand the meaning of the experiences participants are engaged in with an interpretive approach;
2. Understand both the contexts within which the participants act and the influence this context has on their actions;
3. Understand the process by which events and actions take place, with an emphasis on the process that led to the outcomes;
4. Identify unanticipated phenomena and influences with an inherent openness and flexibility to modify the design and focus;
5. Develop local causal explanations for the actual events and processes that led to specific outcomes (Maxwell, 2013).

Qualitative research begins with something the researcher wants to understand; “researchers build their patterns, categories, and themes from the ‘bottom up’ by organizing the data inductively into increasingly more abstract units of information” (Creswell, 2013, p. 45). The researcher does not look for a cause and effect relationship or to prove a theory; rather, she seeks to “make sense of actions, narratives, and the ways in which they intersect” (Glesne, 2011, p. 1). The emphasis is “on the process of research as flowing from philosophical assumptions, to interpretive lens, and on to the procedures involved in studying social or human problems” (Creswell, 2013, p. 44). “This inductive process involves researchers working back and forth between themes and the database until they establish a comprehensive set of themes” (Creswell, 2013, p. 45).

Sociocultural Approach to Phenomenology

A sociocultural approach to phenomenology was used as the methodological framework, which emphasized “the interdependence of social and individual processes in the co-construction of knowledge” (John-Steiner & Mahn, 1996, p. 191). The phenomenon was the experience teacher educators have teaching collaboration to ELL preservice teachers. Phenomenology was used to better understand how the participants “engage with phenomena in our world and make sense of them directly and immediately” (Crotty, 1998, p. 79). The interview questions were “broad and general so that the participants can construct the meaning of a situation, a meaning typically forged in discussions or interactions with other persons” (Creswell, 2013, p. 25). Phenomenology invites the researcher to “set aside all previous habits of thought, see through and break down mental barriers which these habits have set along the horizons of our thinking...to learn to see what stands before our eyes” (Husserl, 1931, p. 43).

As reality is socially constructed, (Bogdan & Biklen, 1992), the research aimed to understand the participants' experience with collaboration from their own frames of reference. "Phenomenology asks us not to take our received notions for granted but...to call into question our whole culture, our manner of seeing the world and being in the world in the way we have learned it growing up" (Wolff, 1984, p. 192). Further, the research aimed to understand teacher educator's experiences with collaboration in preservice teacher programs by creating thick, rich descriptions of the essence of their experiences with the phenomenon (Creswell, 2013). "Phenomenology is much more than a suspension of assumptions. The phenomenological reduction is a change of attitude that throws suspicion on everyday experiences" (Armstrong, 1976, p. 252). The value of phenomenology from a critical point of view is evident.

Methods

Role of the Researcher

The researcher was the key instrument in data collection and analysis of my study. This means the researcher used "complex reasoning between inductive and deductive logic" (Creswell, 2013, p. 45). Although the researcher entered the field with open-ended questions for each set of participants, qualitative research involves an "emergent and evolving design rather than tightly pre-figured design" (p. 46), which means the research questions were adaptable to where the responses led.

Participants

Convenience sampling was used to interview five ELL teacher educators two times. Participants were personally known by the researcher and were recruited via personal contacts through email and phone. All participants also hold Doctorate degrees,

in order to minimize variances in the educational levels of the participants. This requirement was a limiting factor for the pool of participants, as many of the ELL teacher educators known by the researcher only hold Master's level degrees.

The participants had a variety of experiences working with ELLs in the United States and foreign countries, including K-12 students, adults, immigrants, political refugees, and American Indian populations. The following five pseudonyms were used to protect the anonymity of the participants: Rachel, Sarah, Catherine, Laura, and Elizabeth.

Rachel is an ELL teacher educator at a liberal arts state university in the Midwest. She has taught for 17 years in her teacher education program, and was previously a member of the Peace Corps.

Sarah is an ELL teacher educator at a Midwest university. She has over ten years of experience as an ELL teacher educator, and teaches both graduate and undergraduate ELL teacher education courses. Sarah was previously a Peace Corps volunteer and has taught in both the United States and foreign countries.

Catherine is an ELL teacher educator at a Midwest university. She previously worked as an ELL teacher in both rural and inner city populations in the United States.

Laura has worked as an ELL teacher educator since 2007 at three universities in both the Midwest and Southwest. Laura is the only participant with experience developing and teaching within an ELL and general education infused teacher education program.

Elizabeth is an ELL teacher educator at a Midwest university, and has been in ELL education for 17 years. Her prior experience was teaching adult ELL in the U.S. and in a foreign country.

Data Collection

After first receiving Institutional Review Board (IRB) approval and informed consent from the participants, participants were interviewed twice for up to one hour each in a location of their choosing, either in person (if possible) or via an online video conferencing program such as Skype. All interviews were digitally recorded and stored the digital and transcribed files in a locked box in the researcher's home separate from the consent forms.

The following validation strategies were used to lend credibility and truth to the study (Creswell, 2013; Lincoln & Guba, 1985).

1. The use of a rich and thick description, which will allow readers to transfer information from the study to other settings and determine transferability (Creswell, 2013).
2. The researcher checked with several participants to accurately understanding their experiences; this establishes a level of agreement between the two interpretations (Lincoln & Guba, 1985). The researcher solicited "participants' views of the credibility of the findings and interpretations" (Creswell, 2013, p. 252). This includes the member checking of initial and final drafts of the research project.
3. All interviews were transcribed immediately after each interview. The researcher immediately and repeatedly reread all transcripts of interviews.

The interview questions remained adaptable to where the research led; the research questions were expected to emerge from the data (Maxwell, 2013). Interviews began with broad questions in a semi-structured interview. The researcher expected the interview questions to become more focused and modified to further inform my research. Research questions were shaped around sociocultural theory and developed to fill an absence of information about collaboration in K-12 education in the literature review. The literature substantiated the importance of collaboration in ELL education, but there were limited findings of how collaboration was being taught and used in ELL teacher education programs. The questions for the second interview largely emerged from the data received from the first interview. The second interview also mostly pertained to the second and third research questions, in particular focusing on the reasons ELL teacher educators gave for not preparing ELL preservice teachers to collaborate. Follow up questions varied, depending on participant response.

Data Analysis

Although there are computer programs to assist in data analysis, the preference for this study was to use a tactile method to code, categorize, find patterns, and make assertions in the data. The researcher preferred the visual method of using various colors to assign codes and categorize them. An example of an analyzed section of interview is included in Appendix C. A research journal was kept for outlining thoughts, hunches, and ideas. Moustakas (1994) method of analyzing data was employed within phenomenological techniques:

1. Bracketing: Thoughts and hunches were bracketed out on the phenomenon.

2. Collecting data: Five ELL teacher educators from three Midwest and one Southwest teacher education programs were contacted through convenience sampling and interviewed either in person or via Skype.
3. Identifying meaningful statements: Meaningful statements were flagged with colors and used to develop codes and member check with participants.
4. Giving meaning: Codes were derived from the meaningful statements and used to identify patterns, themes, and develop assertions.
5. Triangulation: The interview data was triangulated with the literature by aligning codes, themes, and assertions with the literature.

Summary

This qualitative study was built on a sociocultural approach to phenomenology. Social and cultural processes affect the co-construction of knowledge processes (John-Steiner & Mahn, 1996) and phenomenology was employed to understand the experiences of the five ELL teacher educator participants in both Midwest and Southwest teacher education programs. The participants were selected using convenience sampling and were interviewed twice with two sets of emergent, open-ended questions. All participants hold Doctoral degrees and are ELL teacher educators.

Chapter IV contains the findings and discussion from the interviews.

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this qualitative study was to determine what five ELL teacher educators, from three teacher education programs in the Midwest and one in the Southwest, are teaching about collaboration in ELL education, and why collaboration would possibly not be taught. The research questions were:

1. To what extent and in what ways are ELL teacher educators preparing ELL preservice teachers to collaborate in K-12 ELL education.
2. If ELL teacher educators are not preparing ELL preservice teachers to collaborate, why not?
3. Based on the views of ELL teacher educators, what are the best ways to teach ELL preservice teachers to collaborate for ELLs?

Chapter four contains seven sections. Section one includes Table 1, which describes the codes, categories, and themes which emerged from the interview data. Sections two through five include the research findings, separated by theme. Each theme in sections two through five is supported by findings from literature review in the form of discussion of the research. A flow chart of study findings and accompanying description is found in section six, and the chapter concludes with a summary of the findings.

Four major themes emerged from the data in the study. The themes are:

- In theory, ELL teacher educators know what collaboration is and the research that supports it.

- ELL teacher educators practice cooperation, not collaboration.
- ELL teacher educators want to collaborate with general education preservice teachers.
- ELL teacher educators perceive barriers, including structural barriers, time, isolation, and general education teacher educators lacking knowledge about ELL education.

The following table describes the themes derived from the codes and categories emerging from the data (Table 1).

Table 1. Codes, Categories, and Themes.

Codes	Categories	Themes
Relationships Sociocultural Theory Respect Responsive Goals Flexibility Negotiation Relationships	Necessary Components of Collaboration	In theory, ELL teacher educators know what collaboration is and the research that supports it.
Cooperation Inconsistent Conversational Lacking Components	Non-Examples of Collaboration	ELL teacher educators practice cooperation, not collaboration.
Relationships Infused Curriculum Established Curriculum Pedagogical Training Equity	Perceived Need for Collaboration	ELL teacher educators want to collaborate with general education teacher educators.

Table 1 cont.

Codes	Categories	Themes
Realism Lacks Training Lacks Experience Unprepared Program Structure Course Scheduling Credits Time Separation Marginalization Logistics	Perceived Barriers to Collaboration	ELL teacher educators perceive barriers, including structural barriers, time, isolation, and general education teacher educators lacking knowledge about ELL education.

Theme One: ELL Teacher Educators Know What Collaboration Is and the Theories That Support It

The initial interview exposed the finding that ELL teacher educators know what collaboration is and the research that supports it. Sarah explained why collaboration is not only important, but a necessary component of ELL education. Sarah said,

Collaboration is absolutely essential in the American K-12 settings. It's the way our system is built, it's the expectation. It's ensconced in the laws and policies that we need to follow. The very fact that in [state], it's a requirement that ELL teachers write individual language plans (ILPs). That document is intended to be used with all people who work with that student. I've had teachers that work in [state] where ILPs are not required, and are developing a similar kind of document in order to have better communications and collaborations with their mainstream colleagues. Whether it's a state policy or not, it's an essential part of what happens in the K-12 settings.

Sarah also spoke about the necessity of respect, relationships, and time in collaborative relationships. Sarah said,

You simply have to have respect for the fact that people have different roles, and respect for the different knowledge and understanding that they bring to these different rolls. Collaborative means a positive, respectful, working relationship, working together to achieve the same goal. The biggest thing is that it requires time to meet together to come to those understandings of what they know, what they can do, what they are supposed to be doing, and then spending time coming up with the how of that and acting those roles together to achieve that joint goal.

Sarah stressed the importance of recognizing the abilities, talents, and beliefs of the teacher educators she works with, and the preservice teachers she teaches. Sarah said,

In all the materials and texts, that goes undiscussed...It's as if we have an idea that all good teachers look the same way, or are of the same sort. That is actually quite a falsehood. There are good teachers who bring different strengths. The key is for them to know what their strengths are and how to use those strengths to help the students with their learning. I don't see that happening in the discussions of collaboration these days.

Rachel's knowledge of collaboration added to Sarah's ideas and expanded the idea of working as a team, braiding roles based on strengths, and constructing shared goals. Rachel said,

You have to have a group of people who are likeminded [and] have the same goals, who are working together towards that goal. They can have different strengths, and people can play different roles because they have different

strengths and you need to have respect for those strengths. You might have someone who is not good at something so you understand that, but then work as a team. I think the joint goal is really important and understanding what everyone is contributing and everyone is contributing equally.

Rachel added that there should be negotiation and fluidity of roles, as well as knowing when collaboration is essential and important. Rachel said,

I think as professors sometimes we are lone wolves; sometimes it's easier to do things by ourselves. We have to work together to get things done across programs. Some instructors don't value collaboration, and that makes it hard. Not everybody values it; there are certain things that have to be done collaboratively and there are other things that don't have to be done collaboratively. Everybody being responsive and volunteering, [and] done in a collegial way, it can't be forced. Everybody working together, respecting each other.

In addition to the necessary definition, rationale, and contextual conditions, Rachel also discussed how the practices of communication, time, and expertise plays a part in collaborative practice. Rachel said,

There has to be really strong communication. There also needs to be a clear leader, who is going to initiate the collaboration, especially if there are more than two people. Who will take the lead role? There also needs to be time together, whether that is face to face meetings or just time to get together and talk things through. There is also an element of education, when you have a group of people who are collaborating, that they all have the same information. When you have a

group with different levels of expertise, sharing some of that expertise. Talking about the goal too, what is the purpose, and making sure everyone is on the same page.

Elizabeth built on Rachel's ideas of shared expertise in terms of K-12 realistic expectations, including working with communication, working with others, and serving ELL students. Elizabeth said,

What I think about is I tell my students, you have your area that you are teaching, whether primary, content, secondary, but the student is not yours alone. If something comes up that is academic in your class, you figure out how you are going to deal with it or how you are going to get the support. If you have a student who you think is struggling with language, ask an ELL teacher. Most ELL teachers will say they are rarely, if ever, asked to collaborate. And if they are ever asked, they are so appreciative to work with you to show you how you might work with this student struggling with content.

After Elizabeth described the importance of collaboration in K-12, she added her view of collaboration in general, between all teachers. She focused on working methods and values between herself and general education teacher educators. She said,

An effective collaborative process is for both members to recognize that the other has something to contribute. Someone might be there with experience that someone else doesn't have. The newcomer might be there with new knowledge or experience from a different setting to bring in, or new ideas, or new energy. They each have something to contribute to that collaboration.

Elizabeth also emphasized the importance of each participant's contribution, and the value that adds to the collaborative relationship. Elizabeth said,

The ability to let each person contribute, even when one person might have 90% of the information, that collaboration allows that other partner to have some roles. They don't have to be equal, but they should be allowing both people to give and take even when it's not a balanced set of skills.

Catherine spoke of the "crucial" importance of valuing individual contributions and respecting all participants in the collaborative relationship. She felt the research highlighted the importance of collaboration in ELL education and was more important than autonomy.

Collaborative teaching, when done with respect and reciprocal courtesy, from both ELL teachers and content areas, is very effective. However, the concept of coteaching is kind of antithetical to the concept of teaching as a field, because autonomy is what we like as teachers.

Catherine also spoke to the research-based benefits of collaborative teaching in both teacher education and in the K-12 classroom. She felt that it was essential that general education teacher educators be included in the discussion about ELL education, because general education preservice teachers will also be expected to teach ELLs in their future classrooms. Catherine said,

I think that in terms of collaboration, many people don't understand the pedagogy that ELL teachers use, since the process of English language acquisition is difficult. We need to insert foundational coursework about second language acquisition within our professional education core for all teachers, so that all

teachers have a minimum understanding of what kinds of challenges ELL students go through.

Laura, the only participant with experience developing and teaching in an infused, collaborative teacher education program, supported the need for teachers to learn from other teachers in authentic interactions. Laura said,

I believe that with collaboration and communication, people learn from each other and need to be able to communicate with each other and learn from each other, [and] from others with more experiences and knowledge than we do. We need opportunities to interact with people, to learn from their experiences. It's part of every class that I design and every class that I teach.

Laura also spoke of the importance of teacher educators setting expectations and understanding typical conflicts which may arise within the inherent nature of collaboration. Laura said,

The teachers also need to have conversations about their working methods and habits, and values as well. I've seen teachers fail to collaborate due to different styles, different expectations of students, different expectations of the other person. Without having those conversations, it can cause conflict between teachers working together.

Theme One Discussion

The participants communicated ideas similar to John-Steiner and Mahn's (1996) inner circle of braided roles, construction of shared ideologies, integration, and unified voice. Sarah's vision of collaboration closely resembled John-Steiner and Mahn's (1996) model in that she envisioned teachers first setting expectations for roles and knowledge

transfer, but eventually coming together and acting both roles together, rather than separate. Rachel's interpretation not only highlighted the complexity John-Steiner and Mahn's (1996) model in terms of successful collaboration, but she also communicated the importance of negotiating the beginning steps of the relationship in terms of communication and respect. Elizabeth's ideas also reflected the work of John-Steiner and Mahn (1996) by focusing on working methods and values; her assertions of collaboration followed the mid-circles of the model, indicating realistic working knowledge while being limited by real world barriers.

There were also more specific definitions, rationales, and practices like those found in Bell and Walker's (2012) K-12 ELL collaboration model, such as the identification of the necessary components of a collaborative relationship like setting expectations, mutual respect, having time to work together, common goals and ideologies, and strong communication. Rachel's discussion on communication, time, and expertise mirrors Bell and Walker's (2012) model of mainstream and ELL teacher collaboration, in that the definition, rationale, and contextual conditions need to be met and barriers exposed before effective collaborative practices can be achieved. Laura used her experiences with failed collaborations to justify the use of an explicit collaboration model to guide her own teaching in ELL teacher education. She explained how her use of Bell and Walker's (2012) collaboration model guided her input within the infused ELL and general education program she helped create. Laura felt that without a model such as Bell and Walker's (2012) collaboration model, or another individual well versed in this model of ELL and mainstream collaboration guiding the program development, that the teacher educators would have a high likelihood of failure.

Catherine drew on knowledge of Honigsfeld and Dove's (2010) Four Cs of Collaboration (collaborative conversations, collaborative coaching, collaborative curriculum development, and collaborative craftsmanship; found on pg.19 of chapter 2) and explained how collaboration can improve general education teacher effectiveness with ELLs because of the academic language support from the ELL teacher. Catherine felt that the Four Cs model fully encompassed the needs of ELLs and how they needed to be addressed by both the ELL and general education teachers more explicitly than the requirements of collaboration only in general education. The Four Cs require both ELL and general education teacher to engage in meaningful conversations about ELL students and themselves as teachers, uses peer coaching to improve lesson planning and delivery, aligns content and language objectives, and explores potential background knowledge, prior learning, and exploring effective teaching methods for ELLs.

Theme Two: ELL Teacher Educators Practice Cooperation, Not Collaboration

Elizabeth shared cooperative conversations about course texts with general education colleagues. "I will go to colleagues and ask ideas about books...so there is some collaboration. We will share books, and decide which class it could go in or if we could both use it." Elizabeth did not know if the general education teacher educators involved preservice teachers in conversations or teaching about the collaboration between teacher educators. Elizabeth stated that her "way of collaboration" was to take the preservice teachers enrolled in multicultural education, a prerequisite to the teacher education program at her university, on a field trip to an inner-city school in a large city in the neighboring state. She works with a K-12 ELL teacher to give preservice teachers an opportunity to observe in an ELL classroom. "The mainstream majority, 95% who are

not ELL teachers, need to see how ELLs are supported in the classroom.” After the experience, her preservice teachers are given a survey to determine what they want to know more about. A typical response is a desire to learn more about ELLs; while this is not specifically preparing preservice teachers to collaborate, Elizabeth sees this desire to learn more about ELLs as an important quality for preservice teachers who will go on to become general education teachers. Elizabeth said,

I would say that I’m not initiating a role in collaboration, and that could be something on my part because I need to be more assertive in initiating that other than always trying to recruit people for the field trip. That’s not ELL per se, that’s one part of many. I don’t have an appointed role in doing that. I would say that I’m probably not reaching out and figuring out how we could.

While Elizabeth was encouraged by support from a few interested teacher educator guests on her field trip experience, she also said she wanted to learn about specific collaboration models faculty could use to further affirm the field trip experience make it truly collaborative between herself, other teacher education faculty, and preservice teachers, in both the course and the teacher education program. Elizabeth said,

When I do a survey at the end of my class, and I ask them what they want to know more about, they say ELL. I don’t see that as bad. I know that I need to promote ELL. I am glad that they see that’s important as mainstream teachers. I see that as my way, I guess, of making that collaboration happen.

A specific cooperative activity that Elizabeth spoke about was conversation partners. Elizabeth said,

The conversation partners, which are set up in ELL partners. Mainstream teachers, going into Ell classrooms, and then the field trip, where we take them into highly diverse schools with a high population of ELLs and low income students. The majority need to see how as a mainstream teacher, ELLs would be supported in the classroom.

Catherine also described cooperative conversations about ELL collaboration with both preservice teachers and teacher education faculty. She explained that preservice ELL teachers are encouraged to initiate conversations with the general education practicum teacher “to see what content the general education teacher is going to present.” ELL preservice teachers are then instructed to make a plan for academic language instruction in general education through the WIDA Can Do descriptors according to language level. Catherine noted that there is an inherent weakness in her program because of the missing link between encouragement and expectations of collaboration as compared to actual modeling of collaboration between ELL and general education teacher educators. Catherine said,

I would like the undergraduate preservice teachers to collaborate in their planning with mainstream preservice teachers. For example, all social studies teachers plan together. I’d like the ELL teachers to be part of that planning. The problem is, oftentimes in the real world they only have one ELL teacher to serve the whole school, so that isn’t feasible.

Catherine further discussed conversations initiated by general education teacher educators about the development of an ELL teaching handbook. She does not see enough

representation of ELL education in her teacher education program, so her opinion is that the handbook is a good first cooperative step in the right direction. Catherine said,

They [general education teacher educators] have asked us to create an ELL handbook with strategies for non-ELL teachers on formative assessment methods and summative assessments. I've worked here for 17 years and work collaboratively with our sister ELL program [at another state university], so I see more acknowledgement of the existence of ELL and the general educators reaching out.

While the general education teachers initiated a conversation about ELL education and requested more information, she added that “acknowledgement of the existence of ELL” does not equate collaboration between ELL and general education teacher educators. Since the handbook was made for non-ELL teachers, ELL teachers would not benefit from its existence without specific instruction from ELL teacher educators on how to use it to collaborate with general education preservice teachers. Catherine would like to see the handbook used more extensively by all teacher educators, although its creation provided a foundation from which general education teachers can build ELL education into their courses, even on smaller scales. Catherine said,

All preservice teachers, by the time they are a junior, they hopefully understand that ELL students can demonstrate their language proficiency in different ways than native speakers of English... We start out with the INTASC responsibilities, then we use the NCATE/TESOL responsibilities. I've been using teacher channels and take them into an ELL classroom so they can see the multiple hats an ELL teacher uses. The ELL teacher is an advocate, a counselor, and they have

to describe the multiple rolls that they see in their teaching journals. A lot of times ELL students...are impacted by poverty, they are hungry. How do you address that? It falls upon cultural diversity education which is foundations methods class, methods of teaching ELLs, assessing ELL students, and most definitely in the ELL practicum for ELL students. For non-ELL [preservice] students, we hit it in exceptionalities and diversity and multicultural ed.

Sarah talked about the limited amount of cooperation she perceived within her department. She felt cooperation happened mostly due to the need to communicate about specific departmental issues. Sarah said,

We are in the same group, and are physically housed in the same office. We knock on each other's doors, and we talk about the issues of acute concern. We could always count on the board of teaching or the system office for creating those issues of acute concern. There is another one that I probably interact with less frequently, but we are always there and I can always contact her, she can always contact me. One or the other will initiate. We have what we call the teacher education unit on campus, which brings together all the secondary and K-12 licensure area program coordinators with those from the elementary, because they are separated physically on the campus. We have, once or twice a year, that entire unit is brought together. We have discussion about those areas of acute concern, which are imposed on us. We get to know each other; we know who each other is. I don't feel like we have any problems contacting other people, but when we get to all of these different subject areas it is far less likely that we find reasons to do that.

Rachel talked about limited instances of cooperation between herself and other teacher educators, mainly the other ELL teacher educator in her program. She did not have any specific examples of long-term cooperative relationships. Rachel said,

We don't collaborate with anyone else. There's no true faculty collaboration.

Once in a while, an early childhood professor will come to me and ask me to do a presentation on ELLs in early childhood. There's another professor who will come and ask me to do a lecture on early childhood and ELL assessment.

Beyond that, there's not true faculty collaboration. If it's for the ELL endorsement, or the Master's, [second ELL teacher educator] and I do that by ourselves. No one else. No one from secondary ever comes to us and asks us to help integrate ELL information. If anyone comes to us, it's very individual specific. There is no true collaboration.

Rachel went on to talk about an experience she explicitly attempted to incorporate collaboration with other teacher educators in her program, which focused on an international ELL expert guest speaker. Rachel said,

For example, I had a fellowship and I brought in [guest speaker] who is an international ELL expert, because I thought they'd listen to her better than me.

Some faculty came to her book club; some faculty came to her talk. Nothing systematic ever emerged from it, it was just whatever individual faculty wanted to integrate into their courses. No one works together as a whole towards ELL education.

Laura spoke about the idea that simple cooperation or cooperative activities are easier than true collaboration. Laura said,

I think that when people start collaborating, they either don't want to because they have a lot of misconceptions about collaboration, about the time commitment, expectations, what it looks like. They don't know what it looks like. And even though it seems like it's easy, they want to see something that is working.

Laura talked about how cooperative activities could lead to more information for all teacher educators about ELL education. Laura said,

Something else that we did that I loved was, we wanted to find out about the different areas [of education]. As the ELL specialist, I would present on common and current topics that were impacting my practice. I would give an overview of ELL at the state level. We were taking time for those conversations and it was a really good idea, and I think others found value. So, we found it to be very important for teachers to examine their own beliefs, their own experiences, and think about how they frame their beliefs.

Laura also talked about the importance of understanding the difference between cooperative and collaborative activities, and that information should not be watered down for the sake of getting it out. Laura said,

I feel like all teachers need to be prepared for all learners. Currently, there may be some infused models of teacher education where you are learning about ELLs, bits and pieces, but I think that we need to make sure that we are thoroughly preparing our student teachers. When I think about all that an ELL teacher needs to know in order to be an ELL teacher, one of the concerns that I have is you don't want to water down information for the sake of getting students through in four years. Ideally, it would be fabulous to be able to infuse second language

acquisition, and the culture, and methods and materials and all the other courses that are expected in the TESOL program.

Theme Two Discussion

While cooperation about course texts between teacher educators highlights the strengths of both the ELL teacher educator and general education teacher educator (DelliCarpini, 2009), there is no component of collaboration between the educator, nor are they preparing preservice ELL teachers to collaborate. These short, isolated conversations do not involve ELL preservice teacher awareness or involvement. They only provide for some congruence in content between Elizabeth's graduate level courses and a limited array of general education graduate level courses. Lucas and Grinberg (2008) wrote that incorporating information about ELL education into general education courses substantially improved preservice teacher perceptions of ELLs in mainstream classrooms. However, DelliCarpini (2009) writes that teaching collaboration must be accompanied by ELL and general education teacher educators modeling collaboration.

Honigsfeld and Dove's (2010) 4 Cs of Collaboration (collaborative conversations, collaborative coaching, collaborative curriculum development, and collaborative craftsmanship) model fills the need to incorporate the ELL handbook into general education courses. Although the model was designed for K-12 ELL and general education teacher collaboration, it would easily be adapted by teacher educators to incorporate Catherine's ELL handbook into the teacher education program. The process could begin with collaborative conversations, while the ELL and general education teacher educators share the needs of not only K-12 ELL students, but the pedagogical needs of ELL preservice teachers. Collaborative coaching and collaborative curriculum

development would enhance the practical aspects of the teacher education program, including methods courses, practicums, or student teaching experiences. Collaborative craftsmanship could begin with the ELL and general education teacher educators working together to incorporate ELL instruction into general education courses, and while the ELL and general education preservice teachers could benefit from ELL instruction in more courses and from building collaborative relationships with each other.

Theme Three: ELL Teacher Educators Want to Collaborate With General Education Teacher Educators

The participants communicated a desire to collaborate with their general education colleagues. One method of collaboration Elizabeth cited was absent was professional development about ELLs between ELL and general education teacher educators. Elizabeth said,

I think that we could do more with that process of collaboration...as university faculty. I wouldn't say that people don't want to collaborate. In my teaching area, other than faculty saying they will come speak to my class, probably we could use more collaboration. I'm sure that we could.

Elizabeth's rationale for wanting collaboration between ELL and general education teacher educators was based on her values of inclusion for ELLs and preservice teachers understanding best practices for all students. Elizabeth said,

I think the important conversation that ELL and mainstream teacher educators need to be having is that ELLs are everybody's students. General education teachers, the more training they have, the more comfortable they are going to be. Preservice teachers are going to have ELLs in their classrooms, and once they are

in their classes, even if they have exited an ELL program, they are going to need support. That support involves best practices that will benefit students that just learn different...I remember when [state] did a training for the ELL teachers in the state, there were 200 people there. Other states have trained everyone, just to get them thinking about some of these practices that work well for ELL students, but also work well for learners of different types. That would be an important consideration. Some ELL is adding to their plate, but some would also be practices beneficial for all students.

Catherine added that including professional development for general education teacher educators about ELLs could be a positive first step towards collaborating for ELLs. Catherine said,

Other than the fact that I sit on committees with other tenured faculty, there is no professional development. None. Well, I shouldn't say none. I sat on the cultural diversity waiver committee, where we give diversity waiver to students who are culturally diverse, it could be race or ethnicity, language, but that's pretty much it. There's no formalized system by which higher education faculty receive any sort of ELL training.

Catherine seemed hopeful that she had deep connections with current ELL K-12 teachers, who were also past students. She felt those relationships could serve to fill the gaps in how she wanted to collaborate with general education teacher educators, compared to what actually happens within her program.

I think that collaboration is so crucial. If I didn't have a relationship with ELL teachers, and often they are past students, I'll be frank, then I would not be able to

have the program that I have. I have more control over the undergraduate than my graduate, because almost all of my graduate students are working as ELL teachers. So, they do their practicum with their own classrooms and I go and watch them teach. With my undergraduate, they do their practicums and I chose the teachers I think are most effective. We have a lot of effective teachers in our area, particularly in secondary ed. I would like the undergraduate preservice teachers to collaborate in their planning with mainstream preservice teachers.

Laura, who had experiences teaching in several universities, discussed the planning and implementation of a new infused ELL and general education teacher education program, starting from “the bottom up so we could create what we wanted, versus completely going in and breaking it down and building it back up.” Laura says,

Ideally, you are going to have ELLs and culturally diverse students in the schools where the students are having the opportunity to collaboratively work with their cooperating teaching and their university teacher, and there is a partnership where everyone is communicating and aligning their goals...Once you have an established program, going in and trying to change it is probably more difficult than starting and creating around your vision.

Laura advocated for creating an “infused model of teacher education...integrating second language acquisition, culture, materials, and all other courses expected in the ELL program.” Laura said, “All teachers need to be prepared for all learners.” In her experience, this can only be accomplished through very “purposeful course design.” As an example of purposeful course design, Laura said,

We as teacher educators need to make sure that our program is going to be rigorous for the student. We could get deeper if we eliminated the redundancy. I met with the other teacher educators and we did a curriculum walk through our courses, looked at our standards, and mapped them out between the courses. We looked at the key assignments between them. This is something all teachers in programs are doing, most often at accreditation review. I don't know how much it's ever with us actually sitting down and saying: this is what I'm doing, these are our standards, these are our goals, these are the texts I'm using, these are the assignments. And from there, we were able to take two classes that were literally pretty much the same, and then basically make it like a part one and a part two, so that my course became a much deeper course. Well, actually both of them were, because she could take more time and get deeper with her content, versus us both repeating what the other was doing. The course questionnaires at the end, the scores went up significantly and I really do attribute it to the course mapping, collaboratively increasing rigor together. I think it made a difference in the program.

Laura also described her experiences on monthly panels between ELL K-12 state directors and the teacher educators in the infused ELL and general education teacher education program model. All the participants involved with the panel wanted to be there, to better educate ELLs. Laura said,

The directors could talk about issues they were having and collaborate with one another. As a university teacher educator, we could hear the challenges and ask the directors, how can we support you in teacher education? That was a great

collaborative process that led to workshops and lots of professional development.

One other panel that was really good was when we got all the ELL teacher educators to come together and we would collaborate on issues together. From there, there were publications, and lots of advocacy issues we worked through with the state. Most of the ELL teacher educators worked hand in hand with the state directors.

Rachel wanted to incorporate a minimum requirement that assures “every student has a foundational ELL class early in the program, and then it would be followed up in a methods class.” She would also structure the ELL endorsement to focus much more on pedagogy, specifically with linguistics and second language acquisition, which are currently taught from a linguistics point of view. Rachel says,

To teach collaboration at the preservice level, you would need two or more professors who are committed to collaborating together to make it happen. Let’s say there is a social studies methods professor and the ELL professor, and they got together were going to put in a component of how to design social studies lesson plans for ELL students. There has to be collaboration amongst professors and instructors.

Rachel built on her idea by further discussing her view of the importance of the collaboration between general education teacher educators and ELL teacher educators. The beginning of a collaborative relationship was the initial step towards collaboration for how to teach specific content to ELLs.

So, you study language, you study linguistics and phonology, and then how do you teach it? You study English grammar, and then how do you teach it? It

would be much more applied, practiced, integrated. Much more collaboration...more integrated and mapped throughout the whole teacher education program.

Catherine felt that while integration of ELL and general education coursework would better prepare all preservice teachers for ELL students, she also ultimately believed that ELL teacher education programs should structure a stronger base in applied linguistics and second language acquisition. "I don't think [ELL preservice teachers] have a strong enough grasp on the stages of second language acquisition." She discussed her observation of preservice teachers attempting to use literacy strategies as opposed to linguistic strategies because they are not well prepared with the limited linguistics base required by the teacher education program.

I don't think you can be an effective ELL teacher unless you can do grammatical analysis. We don't require that for ELL preservice teachers. They just have to take theoretical linguistics. They really struggle with sociolinguistics because they don't understand; forgive the way that this sounds, but a majority of our undergraduate preservice teachers don't have the diverse enough background to understand how colloquial speak develops and it becomes a part of individual development, plus they lack the level of metacognition required to understand how their speech developed, where they live.

Although Catherine conveyed her opinion that ELL preservice teachers themselves are unprepared for the reality of ELL teaching, she went on to describe how she felt the co-existence of ELL programs provided a starting point for integration of ELL and general education.

I'm biased, so know that, but colleges that have ELL programs hit [ELL] harder on teacher education than programs that don't have it. You have a resource, you know? I don't see that working at other universities. If I were to write an article, I would say that universities with an existing ELL program, their preservice teachers have a greater awareness of ELL students.

Sarah said her ideal program "would have fewer general education requirements...to create more space for the actual major program. I would love to have more courses within the major itself." Sarah agreed with Rachel that the preservice teachers need more pedagogical training with specific focus on ELL needs. Sarah also discussed how pedagogical training and collaboration will not help preservice teachers unaware of their own beliefs, biases, strengths, and the struggles they will encounter in K-12 ELL education. Sarah said, "The fact that teachers themselves are human beings with their own abilities, talents, beliefs. In all the materials and texts, that goes undiscussed." Sarah added,

The problem is, do the individuals themselves know their own dispositions?

What are you own strengths, do you know your own beliefs and how that is going to impact or change what you do? The key is for them to know what their strengths are and how to use those strengths to help the students with their learning. I don't see that happening in the discussions of education these days.

Theme Three Discussion

Collaboration between ELL and general education teacher educators is a key point in the integrating ELL coursework into general education courses, because collaboration could be the mode used to achieve the infusion and modeling of ELL

coursework in general education coursework. The participants communicated ideas outside of the curriculum and constructs of their current programs when asked about recommended methods to teach ELL preservice teachers to collaborate for ELLs. The participants indicated a strong desire to collaborate with general education teacher educators, which they believed would better support all preservice teachers as all teacher educators would have knowledge about ELLs. “All teacher educators can serve as role models of lifelong learning, teaching practice, and service in relation to cultural and linguistic diversity” (Daniel & Friedman, 2005, p. 5). Tran (2015) suggests the need to embed ELL coursework into general education coursework to “promote reflective dialogue between fieldwork experiences to emphasize how educational policies and practices are carried out in the context of language, class, and race ideologies for preservice teachers” (p. 39). However, a collaborative relationship quickly reveals the weaknesses in individuals, which makes open dialogue valuable (Villa et al., 2008).

Sociocultural theory supports collaborative curriculum development to integrate and embed ELL coursework into general education programs because it breaks down the social and cultural constructs that both teacher educators and preservice teachers experience. The process of embedding ELL coursework into general education coursework is interdependent with the social and cultural knowledge, experiences, and influences of each group. Additionally, integrating ELL collaboration into general education coursework and field experiences allows teacher educators the opportunity to assess how preservice teachers are utilizing teaching methods and content to keep the focus on linguistic versus literacy strategies. “Integrated field experiences that provide direct contact for preservice teachers to work with ELLs may be helpful to determine the

impact of applicable tools learned for ELLs” (Tran, 2015). Field experiences could be strengthened through the use of such tool as Honigsfeld and Dove’s (2010) 4 Cs (collaborative conversations, coaching, curriculum development, and craftsmanship) model with ELL and general teacher educators, as it unpacks what the ELL preservice teachers understand about the needs and realities of ELL students, while concurrently providing support for lesson planning, delivery, creating language and content objectives, and planning collaboratively with other preservice teachers under the guidance of teacher educators and K-12 ELL teachers. Instead of integrating field experiences with ELL K-12 classrooms for preservice teachers and hoping ELL preservice teachers learn through content with ELLs, there would be direct, purposeful, effective instruction in a research-based collaboration model between ELL and general education teacher educators.

The participants wanted to collaborate for ELLs with general education teacher educators, which is a positive sign, as “teachers are more likely to collaborate if they see a genuine need for it” (Bell & Walker, 2012, p. 19). John-Steiner and Mahn (1996) conceptualized this as internalization, which recognizes that people “owe their existence to and are inextricably intertwined with social, historical, cultural, and material processes” (p. 196). To implement a model of collaboration, such as Honigsfeld and Dove’s (2010) Four Cs or Bell and Walker’s (2012) K-12 ELL collaboration model, teacher educators need to have some level of self-awareness of the social and cultural processes at work in their own lives, to learn their own limitations and biases, as well as what they must offer in a collaborative relationship.

Theme Four: ELL Teacher Educators Perceive Barriers, Including Structural Barriers, Time, Isolation, and General Education Teacher Educators Lacking Knowledge of ELLs

The participants communicated that barriers to collaboration were common reasons they were not preparing preservice teachers to collaborate within their ELL teacher education programs. Laura discussed how barriers in collaboration can effectively end the collaborative relationship if there is not a model or guidance for the participants to follow. Laura said,

I think that when people start collaborating, they either don't want to because they have a lot of misconceptions about collaboration, about the time commitment, expectations, what it looks like. They don't know what it looks like. A lot of teachers at that point would abandon the project. They are already talking about how to keep going, and that there is a need to figure out a way to overcome the barriers...otherwise people walk away from it. People need someone who knows how to make it work.

The following barriers were discussed by the participants: structural barriers, time, isolation, and general education teacher educators lacking knowledge about ELL education.

Structural Barriers

Teacher educators experience structural barriers to preparing ELL preservice teachers how to collaborate. Sarah lamented her perception that due to the structural barriers of teacher education programs, teacher educators are unable to fully prepare preservice teachers for the realities of K-12 schools. Sarah said,

There is no way we can do all the general education requirements that are required for all teachers, and the training in education that the board of teaching requires, and the subject matter knowledge that all teachers are also expected to have, in the number of credits and time specified by the university system.

Sarah related the time required to graduate to the cost of the degree and the level of potential earnings. Sarah said,

The board of teaching has set up the standards for teaching, and teacher education programs have to fit them into a program of study. Then, there is the university system that puts limits on the total number of credits that we can have in our programs. There is no way we can do all of the general education requirements that are required for all teachers, and the training in education that the board of teaching requires, and the subject matter knowledge that the teachers are also expected to have, in the number of credits and time specified by the university system. If we actually tried to accomplish all of that, teaching would look a lot more like the professional degrees of dentistry or medicine, where there is the internship and the residency. But, teachers do not get paid anywhere near at those levels.

Catherine explained, “Many higher education prep programs are held captive by the fact that we have to stay within a certain amount of credit hours.” Catherine says,

I would like to see a much stronger foundational base and an 80 hour teaching practicum. But, then it would go from being a 17-hour endorsement to a 22-hour minor, and you just wouldn’t get preservice teachers willing to do that. As far as an endorsement goes, it’s one of the larger endorsements of the undergraduate

level. Our ELL masters is 36 hours, so it's one of the larger graduate programs as well. I think the thing we wrestle with as higher education professors is we want to create a program that prepares the best teachers, but we also have to be involved in the world of pragmatics. We have to draw students into our programs.

Catherine said she feared that adding more time and financial obligation would push students away from ELL education. Catherine says,

So, what would make it ideal, would be to add an additional semester to our teacher education program, but then you would be asking students to almost have a master's degree by the time they complete. So instead of completing in four or four and a half years, they would be looking at a five-year program. They are paying additional tuition, and then they are earning less than peers in other fields with the same level of education. You figure that additional semester will cost that student another \$18,000, or you know, conservatively \$15,000. So, is it fair to ask a preservice teacher to incur the kind of debt that they aren't going to make in two years?

Participants reported that the university program structure limits field experience time as well as courses. Rachel said that field experience components should be more structured within the program and part of more courses, such as linguistics and second language acquisition. Currently in her program, ELL preservice teachers are only possibly exposed to collaboration through cooperating teachers during field experiences. Rachel said,

Honestly, I don't touch collaboration. When I set up the practicums, I set the preservice teacher with the ELL teacher. Then that's the field experience. So, whatever they are learning about collaboration is what they are learning in that ELL classroom.

Course scheduling was another limiting factor Rachel discussed for collaboration in teacher education. Rachel said,

The students getting the ELL endorsement take the methods class in the spring at 4:00 PM. We don't have the other methods classes; they are in the morning or earlier afternoon...I've looked into these things before. I'd love to have the ELL methods class meet with another methods class and plan lessons together. But, the class times are at different times. ELL methods is only offered in the spring, not the fall. It just gets tricky.

Laura would like to add more time in schools, and said preservice teachers should have much longer field experiences with in depth exposure to ELLs. She said,

When I think about all that an ELL teacher needs to know in order to be an ELL teacher, one of the concerns that I have is you don't want to water down information for the sake of getting students through in four years.

Laura discussed how experience in the field could and should be used to teach collaboration with preservice teachers. She thought that using a collaboration model with preservice teachers could lead to preservice teachers being better prepared to collaborate after they graduate. Laura said,

I felt like having a collaborative component in student teaching led to a more collaborative model outside of student teaching. I loved thinking about Vygotsky

and scaffolding our student teachers. You've got your cooperating teacher who has more experience, who is now collaborating and planning and teaching. You've got your university student who is learning all these strategies and practices that they can bring to the classroom teacher. But then the classroom teacher is bringing their experiences that they have, and so I think it's a win-win to be modeling when you are teaching and collaborating in the classroom. It's really important to have that collaboration between the school districts, and the universities, and the student teachers, so it's more of a seamless process than a forced one. Anytime you can get student teachers actually teaching students and learning about practices as they are in the classroom, I think that's ideal.

Time

While the participants easily discussed the importance of collaboration in ELL education, but the factor that everyone returned to was the logistics of time. The participants expressed a shortage of time to complete the tasks required of their contracts, which put the practical limits of adding a collaboration requirement under current program structures. The constrictions of time limit realistic expectations of what types of collaboration teacher educators can accomplish. The comments were matter of fact. Sarah said, "Everything we are being told to do is an impossibility. We are all finite." Catherine said, "It comes down to time. Where is the time?" Rachel added, "I just do not have the time to accomplish everything I need to accomplish." Rachel added,

If you look at my course load, we teach five courses a year. Supervising a practicum doesn't count for anything. I don't get any credit for it, it's above and beyond my five classes. Last year, I just did it on top of my administrative duties

because we didn't have anyone else to do it. I set up the practicum, I assign the students to the ELL teachers, I go in to observe the ELL preservice teachers, and I read their journal blogs and that's it. That's all I have time for...My priority hasn't been collaboration.

Laura explained how time is a barrier for fixing current programs, because there is not any time to both dismantle the program and rebuild. Laura said,

I've been excited to be a part of a program that started from the bottom up so we could create what we wanted, versus completely going in and breaking it down and building it back up. Time is always going to be an inhibiting factor. You need people with different levels of experience to come in and make sure all the information is there, and the experiences that the students need.

Isolation

The experience of isolation was also a matter of fact with the participants; it seemed expected. Elizabeth says, "Probably we could use more collaboration, I'm sure we could. I think it's because people tend to set silos." Rachel added,

Right now, it's isolated. You do the ELL endorsement and all the courses are separate. In our teacher education program, we have program areas...so when we get together in our program areas, we are expected to talk and do things for our elementary program. When we do things for ELL, we do that off by ourselves.

We don't collaborate with anyone else. There's no true faculty collaboration.

Sarah expressed her frustration about the reality of isolation for ELL teacher educators and preservice teachers. "Should I be training them to know what is ideal, which is a

situation they are unlikely to encounter? Or should I be teaching them to work within whatever might be possible?”

The participants felt that isolation also led to the marginalization of ELL teacher educators and preservice teachers, which added to the barrier of isolation. Catherine says,

When you look at the marginalization in ELL as a whole, it's very reflective straight across the board. I don't think we are segregated as much as you would be in a public school, as we have our own department and our own graduate department.

Catherine added,

As an ELL teacher, [preservice teachers] are going to be marginalized like their students are. Our hope is that once they become an ELL teacher, they stay active in the professional development that our state has to offer. They continue to grow and build upon that language knowledge.

Sarah said that her preservice teachers often isolated from ELL K-12 classroom field experiences because of the saturation of preservice teachers within her community. She said she blamed the marginalization often placed on ELL students and teachers that, although her university was the only one in the community with an ELL teaching major, the preservice teachers at the other two universities in the community seem to get first chance at ELL classrooms. Sarah said,

We are somewhat bound by state requirements. One of the requirements from our state is that there must be both early and ongoing practical experiences.

Throughout their training, we have to get them out to schools at certain points.

They end up with any open classroom, not ELL. A lot of times they end up with a room someone said they would be happy to have you in. You can't achieve your goals there, but they'll allow you to be there!

Sarah explained that the field experience office assigns the field experience partnerships, and while she understood the congestion of preservice teachers in the local K-12 schools, she still must "fight the battle to give preservice teachers equitable and appropriate assignments."

General Education Teacher Educators Lacking Knowledge of ELLs

The participants indicated that there was no formalized system in their traditional licensure programs by which higher education faculty receive ELL training. They believed that the lack of training leads to general education teacher educators who lack experience and knowledge working with ELLs. Catherine shared her frustrations that some general education teacher educators are unaware of the linguistic requirements in ELL instruction. Catherine said,

ELL instruction is based on which stage of language development they are in, and how they acquire morphological knowledge. To be an effective ELL teacher, one has to know how students acquire knowledge and then they have to know how to teach reading and writing. It's a large scope.

Rachel was also frustrated that general educators did not take the initiative to learn about ELL education, but was equally frustrated about the lack of structured opportunity for general education teacher educators to learn. Rachel said,

I wish that faculty would see me as an ELL coach and come to me for ideas.

Some do, but it doesn't happen. It just doesn't happen. Probably people think

I'm busy, and there are some faculty that reach out and say, oh I know you are busy...It's not part of my job. I think some faculty don't think it's all that important. It takes extra work and extra time. I'm not blaming the faculty that teach student teaching or teach methods, they are incredibly busy. There is no structured opportunity.

Rachel expanded the lack of formal training about ELLs to student teacher supervisors, as the supervisors in her teaching area were retired teachers without experiences as active teachers with ELLs.

Student teaching supervisors are retired teachers; they've never worked with ELLs in their entire lives, so how do they know? And yet, we've never provided professional development and they've never asked for it. I don't know if they've ever perceived a need? It's not my job description, I don't have the time to say hey, I'm going to do it. I think that it's really hard, like supervising student teaching. Student teacher supervisors, they are not in the schools anymore. It's hard, there is so much training that needs to go on, and where does the time come for the training? Who trains who? We can have an ELL methods class, and we can teach the best things in a class, but when it comes to student teaching or when they go out for their methods field experiences and general education courses, there is no one to reinforce what they might have learned in an ELL class.

Rachel also explained her perception of how general education teacher educators lacked knowledge of ELL education, yet required ELL teaching components for lesson plans.

In methods courses, when students have to do the big lesson plans, the faculty who are evaluating them aren't experts in ELL. How do they know if what the student is doing is good? I would love the time for methods professors to sit down with the ELL teacher, and the ELL teacher looks at those methods lesson plans so they can talk more about it. I taught our senior capstone course for a couple semesters, where students have to write unit plans. They have to talk about why they modify it for ELLs. It's so superficial, so incredibly superficial. But the faculty teaching those courses don't know anything about ELLs and ELL education, so how can they give feedback? As an ELL professor, I would like to be able to give some feedback with that, to make sure they are doing really good practices. Right now, there's nothing like that.

With no one to reinforce the already limited information that the general education preservice teachers learn about ELLs in student teaching, she doubted the information would be widely retained.

Sarah described an informal faculty ELL training group within her teacher education program. Her intention had been to prepare general education teacher educators to incorporate ELL instruction into their coursework, but was frustrated with faculty turnover. Sarah said,

We set up a faculty study group going over research articles relating to their subject areas, working with ELLs more generally, issues that these faculty themselves identified as of interest to them, and then working with the research article approach. Then, a number of them would start including pieces at least in the courses they were teaching. The problem with that, is when you start having

faculty turn over, somebody who has been through this and is starting to include teaching about ELLs, that person retires and moves away for whatever reason.

Now we hire somebody else who hasn't had that, and we are back to square one.

Sarah also expressed concern about the lack of diversity she sees in both teacher educators and preservice teachers. Sarah observed that in her Midwest location, most teacher educators and preservice teachers are mainly white and middle class. She adds, "You have white, middle class teacher educators who have been out of the classroom a long time...teaching white, female, middle class women how to teach, when they are hugely lacking experiences working with a diverse population." Catherine added to Sarah's concern about the lack of diversity in the teaching force. She believed that ELL preservice teachers would benefit greatly from experiences with diverse populations, because this is "a land of immigrants, and still people think that language acquisition is like what their grandparents went through. The new political refugee is very different." Catherine spoke of the need to adequately teach all preservice teachers about language acquisition by inserting ELL foundational coursework into the professional education core, "so that all teachers have a minimum understanding of what kinds of linguistic challenges ELL students go through." Elizabeth agreed with Sarah and Catherine, and said that general education teacher educators lacking knowledge of language acquisition are not "able to understand the language pieces of the content and the linguistic demands" placed on students.

Theme Four Discussion

While there are many important aspects of ELL education which need to be prioritized and integrated into general teacher education programs, collaboration is the

tool which can connect ELL and general education teacher educator knowledge to properly prepare preservice teachers for ELLs. Participant examples of general education teacher educators lacking knowledge of ELLs highlighted the need for a rationale to collaborate (Bell & Walker, 2012). However, without a common theory of collaboration to follow, such as John-Steiner and Mahn's (1996) ideas that collaboration is socially and culturally situated, in addition to a collaboration model for ELLs, the barriers will overcome and eventually halt progress. Unfortunately, these barriers cited by participants in teacher education programs lead "teacher educators [to] tend to regard their expertise as sufficient in meeting the needs of all students regardless of individual or group needs" (Tilley-Lubbs & Kreye, 2013, p. 317).

The research of infused teacher education models is showing promise for successful and consistent collaboration by ELL and general education teacher educators over traditional teacher education program models (Tran, 2015). This type of training increases access to instruction and content for ELLs in K-12 through the infusion of ELL teaching methods into the content areas (Lucas & Grinberg, 2008). Infusing collaboration within a teacher education program is revealed as a daunting task by the participants, "given the tight constraints on credit hours in the professional education sequence and the increasing demands on the preservice curriculum from state departments of education and accrediting agencies" (Lucas et al., 2008, p. 362). Currently, "states, districts, and teacher preparation programs vary widely on the specific policies they develop to support teachers in meeting students' needs" (Tran, 2015, p.29). Due to these differences, collaboration between ELL teacher educators in charge of field

and practicum experiences and K-12 ELL teachers was perceived as crucial by the participants.

Another aspect the participants frequently discussed were the field experience relationships between their teacher education programs and the partnering K-12 school districts. “Preservice teacher education programs can engage prospective teachers in various types of activities that will prepare them to learn about ELLs in their future classes” (Lucas et al., 2008, p. 368). For example, “adding a field experience component with the linguistics, second language acquisition, or modern grammar courses” would allow the students to create more connections between coursework and actual scenarios they might encounter in the field. This is supported by the research as preservice teachers with limited experiences in the field are shown to be less likely to value and understand the significance of collaboration between ELL and general education teachers, so it is the responsibility of teacher education programs to provide rich, interdisciplinary field experiences for them (Tilley-Lubbs & Kreye, 2013; DelliCarpini, 2009). This is dually supported by the TESOL (2010) standards, which require ELL preservice teachers to show competencies in “content matter, human development, differentiation, and methodology related to language domains, scaffolding techniques, and delivering instruction so that students’ needs are met and ELLs acquire content and language proficiency” (Tran, 2015, p. 29). “By making sure that the special needs of ELLs are addressed at multiple states of the teacher preparation process, schools may gain higher quality teachers of ELLs” (Samson & Collins, 2012, p. 9).

When the university program structure creates isolation for ELL preservice teachers, as was suggested by the participants, “ELLs will remain an abstraction, defined

by their lack of proficiency in English and likely to be perceived through prevalent media stereotypes of immigrants” (Lucas et al., 2008, p. 372). Instead, Lucas et al. (2008) recommends all preservice teachers be “given practice adapting instruction for ELLs as part of their preparation” (p. 369). In fact, the separation of ELL and general education courses in the pragmatics of course schedule may be “a reflection of the systemic inadequacies that lead to insufficient teacher preparation” (Samson & Collins, 2012). These feelings of isolation were a reason ELL teacher educators said they did not prepare ELL preservice teachers to collaborate. Supporting research also found that the ELL population, including teachers, students, community members, experience higher rates of marginalization than their English-speaking counterparts (Theoharis & O’Toole, 2011). Isolation in the K-12 ELL system is widely recognized (Crawford, 2004; Westheimer, 2008) and the participant’s experiences reveal isolation persists within teacher education. ELL teacher educators must be vigilant about maintaining equitable environments for preservice teachers to gain competence in educating ELLs (Lucas et al., 2008).

The 2014-2015 school year “marked a watershed moment for the country’s increasingly diverse population,” (Graham, 2014, p. 2) as the first time white students were no longer a majority in K-12 public schools. K-12 classrooms are growing more and more diverse, and the lack of experience with diversity cited by participants fails to prepare preservice teachers for ELLs (Samson & Collins, 2012). “Despite NCATE’s urging, the diversity in our nation’s schools is not fully reflected in the teaching force or for that matter, in teacher education program faculty” (Samson & Collins, 2012, p. 16). When teacher educators reflect the homogeneity of preservice teachers, both groups may “struggle to comprehend and employ the tenets of culturally responsive practice”

(Graham, 2014, p. 2). Applied to ELL teacher education, teacher educators who lack knowledge about language acquisition will not be able to adequately expose preservice teachers to the “tools and strategies that scaffold the learning of ELLs” (p. 370).

Visual Representation of Results

The following Figure 5, Flow Chart of Study Results, is a visual representation of the results from this study. The research is based on sociocultural theory, and the interdependence of social and cultural processes. The growing K-12 ELL population is currently influencing a social and cultural shift in the public school system, and both the K-12 school system and teacher education programs must respond to this challenge. In most of the programs discussed by the participants, the response of the K-12 and teacher education systems was separate; therefore, the figure splits to two separate areas to the left and right of the K-12 ELL social and cultural shift.

On the left side of the diagram, the teacher education programs have added ELL certification or degrees. In both the certification and degree programs, the ELL programs acted in isolation, parallel to the general education programs. While the ELL teacher educators acknowledged that the TESOL standards emphasize collaboration for ELLs, this study concluded that ELL teacher educators are not preparing preservice teachers to collaborate. The general education programs do not have any specific guidance about collaboration for ELLs from their governing bodies, including InTASC or CAEP. Therefore, both ELL and general education programs send inadequately prepared preservice teachers to the K-12 school system, which the longest arrow on the bottom shows with a transfer to the K-12 system.

This disconnect between the teacher education and K-12 systems further enhances the barriers preservice teachers will face and continues the cycle of isolation for ELL teachers and students. The K-12 school system may already have an ELL teacher who was also not trained to collaborate for ELLs, or a new ELL teacher will graduate from teacher education and join the K-12 force. In both scenarios, the ELL teacher is inadequately prepared to teach ELLs and met with unrealistic expectations for ELL student growth. The barriers to collaboration eventually cause the ELL teacher to give up on collaboration and in the end, the ELL student suffers and is not offered an equitable, linguistically accessible general education.

The results of this study follow a cyclical pattern of ELL teachers, preservice teachers, and ELL teacher educators falling short of optimal collaboration between ELL and general education. The barriers to collaboration are shown to overcome the desire to collaborate when an appropriate collaboration model is not followed by all participants or supported by the structure of the programs.

Chapter V will include the study implications, recommendations, and conclusion.

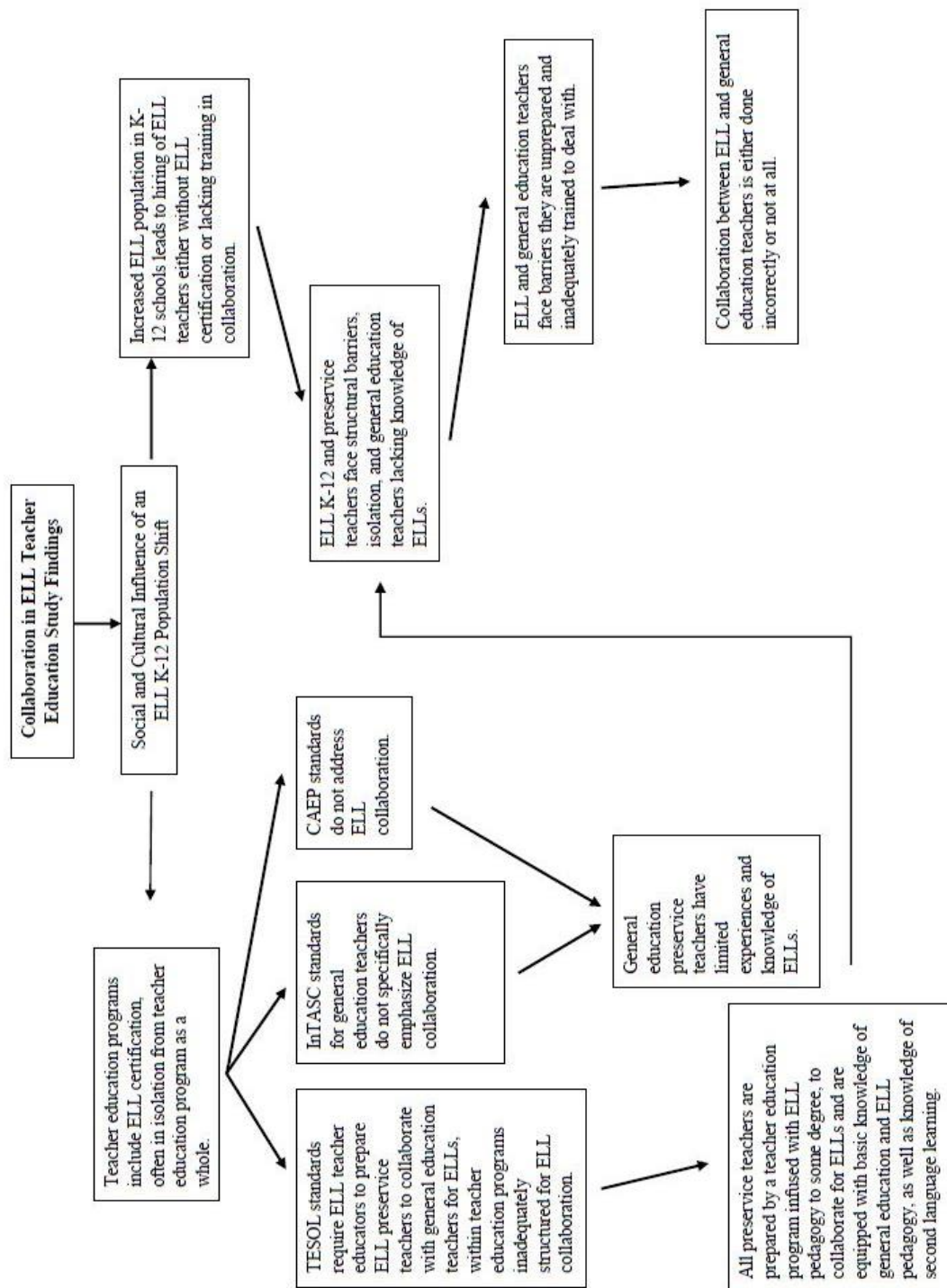


Figure 5. Collaboration in ELL Teacher Educator Study Findings. (Erickson, 2017)

CHAPTER V

IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION

The purpose of this qualitative study was to determine what five ELL teacher educators, from three teacher education programs in the Midwest and one in the Southwest, are teaching about collaboration in ELL education, and why collaboration would possibly not be taught. The research questions were:

1. To what extent and in what ways are ELL teacher educators preparing ELL preservice teachers to collaborate in K-12 ELL education.
2. If ELL teacher educators are not preparing ELL preservice teachers to collaborate, why not?
3. Based on the views of ELL teacher educators, what are the best ways to teach ELL preservice teachers to collaborate for ELLs?

This chapter includes four sections: implications, recommendations, areas for future research, and the conclusion. The second section, recommendations, is accompanied by a visual representation of recommendations for teacher education programs.

Implications

In Chapter IV, there were four themes derived from the interview data related to the research questions. The research found that in theory, ELL teacher educators know what collaboration is, but that they practice cooperation instead of collaboration. It also found that ELL teacher educators want to collaborate with general education teacher

educators. There were four barriers to collaboration in teacher education programs, including structural barriers, time, isolation, and a general education teacher educators lacking knowledge about ELLs. These barriers negatively impacted the ELL participants' collaborating with others and teaching preservice teachers to collaborate. The research did not find evidence that ELL teacher educators were preparing ELL preservice teachers to collaborate, and unfortunately, "there has been relatively little attention paid to the role of systemic factors that contribute to inadequately trained teachers" (Samson & Collins, 2012, p. 8).

Therefore, the most important implication in this study is that teacher educators perceive that the integration of collaboration for ELL education is unlikely without some degree of programmatic reform, which must include the following:

1. Teacher education programs, including administration, ELL, and general education teacher educators, must perceive the need for and value the rationale to infuse ELL and general education coursework through purposeful, integrated curriculum mapping.
2. Individual teacher education programs must decide the degree to which they will infuse ELL and general education coursework. This may alleviate the need for a separate endorsement and feelings of isolation, depending on the degree to which teacher educators agree to integrate coursework and the type of licensure program that is approved through accreditation.
3. ELL and general education teacher educators must collaborate to adopt curriculum mapping and program requirements including infused general education and ELL methods and strategies.

4. Barriers may persist through the collaboration process. Teacher education program administration is required to coordinate course and academic schedules, as well as possibly general contractual requirements.

These implications were derived from the themes that arose from analyzing the interview data of ELL teacher educators. “Widening efforts by all stakeholders working with preservice teachers to promote teachers’ abilities should be prioritized in preparation programs ensuring the necessary change to serve ELLs” (Tran, 2015, p. 38). While collaboration is not designed to correct fundamental problems with programs (Cook & Friend, 1991; Brownell et al., 2011), it is a necessary part of the process of program reformation and the ongoing infusion of ELL and general education courses.

These findings highlight the need for teacher education programs to prepare preservice teachers for the rapidly changing K-12 student population present in general education classrooms. Due to the rising numbers of ELLs in the U.S., all preservice teachers should expect to teach ELLs in their general education classes (Lucas & Grinberg, 2008). Teacher educators need to “model partnerships and collaborations in ways that enhance their pedagogy in the preparation of preservice teachers to work with ELLs in K-12 schools” (Tilley-Lubbs & Kreye, 2013, p. 316). Even though collaboration will not correct the fundamental problems (Cook & Friend, 1991), it is imperative for ELL and general education teacher educators to consider how preservice teachers are prepared to work together to meet the needs of ELLs in mainstream courses, due to the fact that up to 77% of general education preservice teachers receive no instruction in ELL education, yet an estimated 25% of children live in households where language other than English are spoken (Samson & Collins, 2012). Situating collaboration within a

sociocultural framework where social and cultural constructs are interdependent processes forces teacher educators to confront the status quo and adapt teacher education to the changing demographics.

Studies of infused teacher education programs with ELL and general education content are relatively new, although early findings “stress the importance in preparing teachers to obtain initial licensure with ELL infused coursework as a crucial element in the process of promoting positive efficacy in working with ELLs” (Tran, 2015, p. 38). Tran’s (2015) study revealed how preservice teachers, who were taught to collaborate in an infused ELL and general education program, embodied thorough understandings of ELL strategies, reduced affective filters (Krashen, 2003) of ELLs, and implemented appropriate linguistic scaffolding. This study exemplified how a quality, infused preparation experience enhanced preservice teacher preparedness for ELLs (Tran, 2015) by introducing them to a research-based model of collaboration the preservice teachers.

Recommendations

There are several minimum recommendations for teacher education programs, “without radically altering existing programs” (Lucas et al., 2008, p. 371). First, teacher education programs should cultivate a culture of collaboration between ELL and general education teacher educators. The program should promote shared values of the benefits of collaboration, the contextual structures which support their interactions, and a shared meaning of collaboration (Bell & Walker, 2012). John-Steiner and Mahn’s (1996) research supported this recommendation and called for “an educational program that allowed for or encouraged the co-construction of knowledge and the analysis of this learning that contributed to understanding of classroom learning from a sociocultural

perspective” (p. 199). Teacher education programs must employ a model of collaboration as the foundation for interactions between ELL and general education teacher educators, which may be accomplished by modifying Honigsfeld and Dove’s (2010) Four Cs model or Bell and Walker’s (2012) K-12 collaboration models for teacher education. Additionally, general education teacher educators need to “develop knowledge and skills related to the education of ELLs through professional development” before any major changes can be made to curriculum and pedagogy (Lucas et al., 2008, p. 372).

The second recommendation is for teacher education programs to require at minimum one course specifically designed about ELLs and ELL education to all preservice teachers, to include a field experience in an ELL classroom. Lucas’ et al. (2008) research finds no way around requiring all preservice teachers to take a course dedicated to ELL education given the “increasing number of students in mainstream classes who speak native languages other than English” (p. 373). The course should cover oral language development, academic language, cultural diversity, and inclusivity (Samson & Collins, 2012). “The new course should address the essential language-related understandings for teaching ELLs and the pedagogical practices that flow from them” (Lucas et al., 2008, p. 372). The course should be taught by an ELL teacher educator, “who has the required expertise or by someone recruited for that purpose” (p. 372). It is also recommended this course be taken early in the course program succession, so preservice teachers have ample opportunities to connect content to field experiences and future methods courses.

The third recommendation is that teacher education programs begin to infuse foundational knowledge of ELLs into general education courses, including “the importance of attending to oral language development, supporting academic language, and encouraging teachers’ cultural sensitivity to student backgrounds” (Samson & Collins, 2012, p. 2), which requires that teacher education programs purposefully and explicitly integrate “into the preparation, certification, evaluation, and development” (p. 2) of all preservice teachers. However, “it would be irresponsible to rely on an infusion strategy that requires distributing specialized knowledge and practices for ELL education across the faculty” (Lucas et al., 2008, p. 372) due to the lack of experience with ELLs and ELL education of most general education teacher educators. This type of infused program would take time to develop through the prior mentioned collaborative relationships between ELL and general education teacher educators, but should be a long-term goal of teacher education programs. John-Steiner and Mahn’s (1996) research recommends use of their model to “examine how the resolutions of tensions inherent in collaborations transform the character of collaboration and determine whether it continues,” (p. 199), which an infused teacher education depends to properly educate all teacher educators on adequate levels of ELL pedagogy to successfully prepare preservice teachers.

The fourth recommendation is for teacher education programs use a sociocultural lens to evaluate the use and implementation of collaboration in ELL and general education programs. “The way that cultural and linguistic factors shape learning and development and the impact that these factors have on pedagogical approaches provide a theoretical foundation for sociocultural research of collaboration in the classroom” (John-

Steiner & Mahn, 1996, p. 199). This provides the basis for a “complementary pattern” (p. 200) of collaboration in which ELL and general education programs work towards a common goal of preparing all preservice teachers to teach ELLs. Understanding the social and cultural contexts of ELL education is vital for all teachers.

Visual Representation of Recommended Collaboration Process

The following Figure is a flow chart of the recommended collaboration process. According to this study, the ideal recommendations for ELL collaboration in teacher education are situated in sociocultural theory, with social and cultural constructs influencing the direction of teacher education. Therefore, the recommended collaboration process begins with teacher education programs infused with ELL education to some degree, appropriate to the social and cultural contexts of the geographic location. The teacher education programs recognize that preservice teachers will encounter ELLs and must be prepared to teach a linguistically diverse K-12 population. Therefore, the standards must reflect the need for preservice teachers equipped to teach ELLs. Instead of working in isolation, preservice teachers, along with currently K-12 teachers and teacher educators, would work together to provide field experiences and coursework preparing all preservice teachers to teach ELLs.

The degree to which ELL and general education teacher education programs infuse ELL coursework may vary as different states reflect different ELL and general education populations, but it is imperative that all preservice teachers are exposed to at least one ELL foundational course and have one field experience with ELLs. The following figure reflects this need, which also visually connects the teacher education programs and the K-12 public school systems. When preservice teachers begin working

as K-12 ELL and general education teachers, the process of collaboration and potential collaboration models for ELL would be considered the norm and the process would be more comfortable and expected.

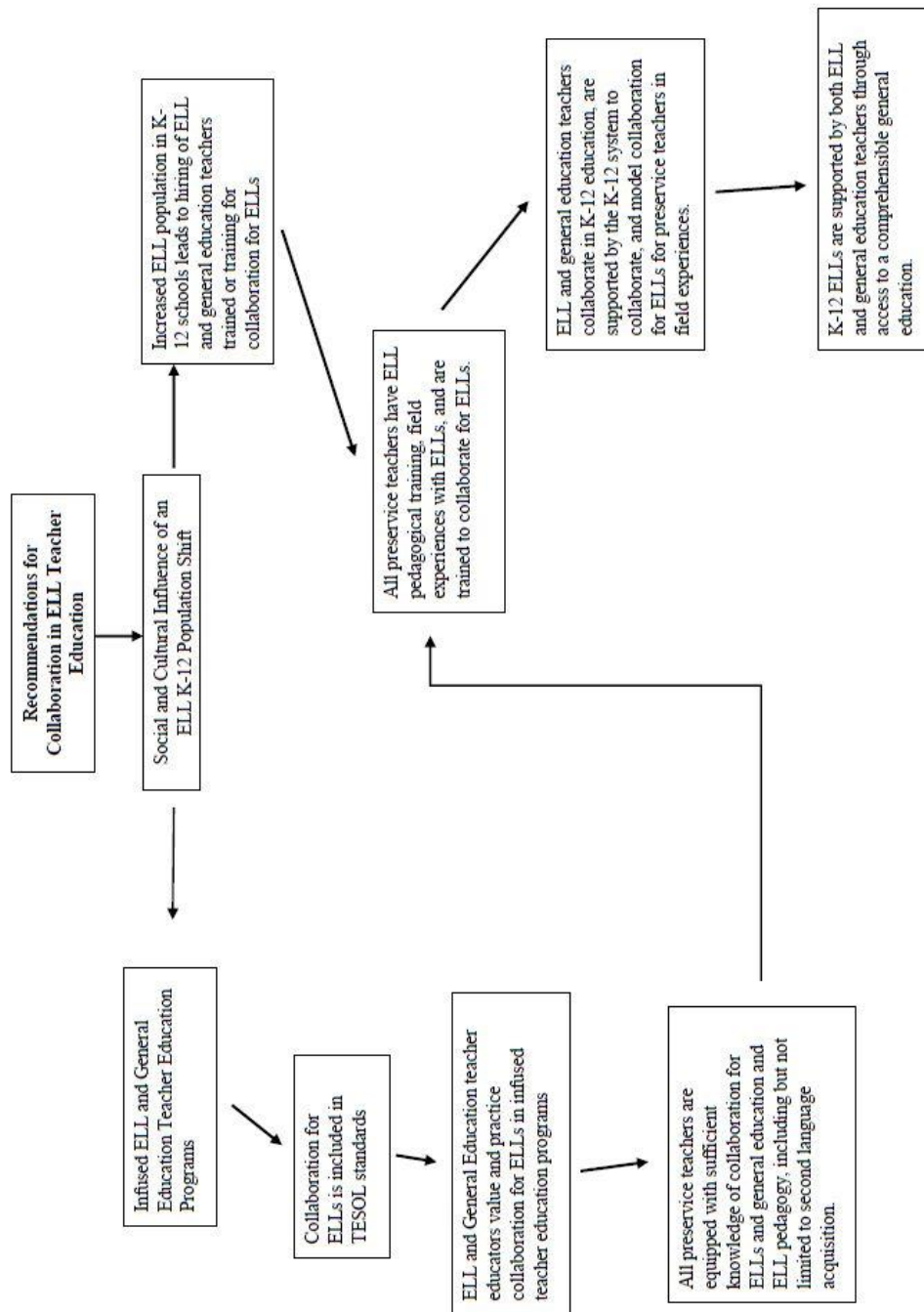


Figure 6. Recommendations for Collaboration in ELL Education.

Areas for Future Research

The above recommendations all require professional development and support for general education teacher educators lacking expertise in ELL education (Lucas & Grinberg, 2008). Further research is required to determine the types of professional development and collaboration that would be most beneficial to each program's goals, as well as the resources available for teacher education programs to make fundamental programmatic reformation for ELL education.

Further research is required to determine how collaborative the requirement of multiple ELL courses for all preservice teachers is. Additionally, further research is required to determine whether standalone courses in ELL education will make preservice teachers or teacher educators more likely to want to collaborate.

Further research is also required to determine what types of collaborative relationships are most beneficial for the process of creating an infused education program, from formal partner or group collaboration in a PLC to a co-teaching relationship. Cook and Friend (2010) state that understanding and support of individual roles in a collaborative relationship is important to avoid negative attitudes towards colleagues and ELL education. Different types of collaborative relationships and collaboration models may be more appropriate in certain places than others, depending on the number and type of ELL students. States with sparse ELL populations will require different collaborative needs and models than states heavily populated with ELLs. Rural areas will require different collaborative relationships and models than inner cities; affluent school districts with ELLs from professional families such as doctors or engineers will have different needs than poor school districts with refugee ELLs. In these

cases, the teacher education programs should investigate how to best prepare ELL preservice teachers for the geographic areas they service, while keeping in mind that graduates will also likely move to different areas of the country.

Another area of further research needed is a longitudinal study on the effectiveness of the newly developed infused elementary education models, such as the Bachelor of Arts in Inclusive Elementary Education program at UCCS (University of Colorado, Colorado Springs). Since this is a newly designed and approved program in 2016, further research is necessary to gauge the actual effectiveness of the program design through the assessment of student learning and performance of program graduates. While the research supports the development and implantation of ELL and general education infused programs, it is uncertain what the long-term effects will be.

Conclusion

This study did not find evidence that five ELL teacher educators from three Midwest and one Southwest teacher education programs are preparing ELL preservice teachers to collaborate in current, non-infused teacher education programs for K-12 education. Collaboration in ELL teacher education was not implemented across the three Midwestern ELL teacher education programs. The results agree with previous research which demonstrated that teacher education programs have not kept pace with the growing ELL population, despite research supporting the prioritization of ELL education with all teacher educators (Tran, 2015). Samson and Collins also agreed that systematic changes are necessary to better prepare preservice teachers to teach ELLs (2012).

The study results also supported the research which highlighted that collaboration between general education and ELL teachers is a best practice in educating ELLs (Lopez,

et al., 2013; Samson & Collins, 2012; DelliCarpini, 2008). DelliCarpini and Alonso's (2014) research supported the findings and prior research that teachers and ELL students benefit from ELL and general education teacher collaboration. Findings from this study concluded that cooperation is not an adequate substitution for collaboration between ELL and general education teacher educators or preservice teachers. Tilley-Lubbs and Kreye's (2013) research agreed that while cooperation can provide a weak guide, teacher educators must model collaborative planning and implementation for preservice teachers to gain more than merely a theoretical understanding of collaboration in education.

The barriers to collaboration in ELL teacher education programs found in this study were like the barriers found in K-12 ELLs programs, including that it is often a "missing, essential component" (Bell & Walker, 2012, p. 15). K-12 ELL teachers and ELL teacher educators find opportunities to collaborate rare (Cochran-Smith, 2001; Westheimer, 2008), as they often feel isolated from general education teachers and teacher educators (Crawford, 2004). This study also supported prior research that structural barriers to collaborate are present (Westheimer, 2008). Both ELL K-12 teachers and teacher educators are often isolated and feel completely responsible for the education of ELLs and ELL preservice teachers, while ideally they need to work as consultants to general education teachers and teacher educators (Maxwell, 2013).

Ultimately, the most important implication and conclusion from the results of this study is that the participants perceived that the integration of collaboration for ELL education is unlikely without some degree of programmatic reform. Participants indicated that their current programs were fraught with barriers to collaboration which they felt unprepared and unable to maneuver. This research demonstrates that systemic

change is required for teacher education programs to prepare ELL preservice teachers to teach ELLs.

APPENDICES

Appendix A Consent Form for Participants

THE UNIVERSITY OF NORTH DAKOTA CONSENT TO PARTICIPATE IN RESEARCH

TITLE: *English Language Learner Teacher Educator Experiences with Collaboration*

PROJECT DIRECTOR: *Katie Erickson*

PHONE # *701-371-1333*

DEPARTMENT: *Teaching and Learning*

STATEMENT OF RESEARCH

A person who is to participate in the research must give his or her informed consent to such participation. This consent must be based on an understanding of the nature and risks of the research. This document provides information that is important for this understanding. Research projects include only subjects who choose to take part. Please take your time in making your decision as to whether to participate. If you have questions at any time, please ask.

WHAT IS THE PURPOSE OF THIS STUDY?

You are invited to be in a research study about collaboration in teacher education for English Language Learners (ELLs) because you are an ELL teacher educator.

The purpose of this qualitative study is to research what is being taught about collaboration by ELL teacher educators in the Great Plains.

HOW MANY PEOPLE WILL PARTICIPATE?

Approximately four to five people will take part in this study.

HOW LONG WILL I BE IN THIS STUDY?

Your participation in the study will last for the duration of two interviews. The interviews will be approximately one to three months apart. Each interview will take about one hour.

WHAT WILL HAPPEN DURING THIS STUDY?

Participation in this study will include two separate interviews, lasting approximately one hour each. You will be asked open ended questions by the researcher in a one-on-one setting. You are not required to answer all questions if you prefer not to answer.

WHAT ARE THE RISKS OF THE STUDY?

Approval Date: <u>JUL 26 2016</u>
Expiration Date: <u>JUL 25 2017</u>
University of North Dakota IRB

Date: _____
Subject Initials: _____

There may be some risk from being in this study. Some of the questions may cause discomfort, and you may choose not to answer these questions. There is no financial reimbursement available for professional assistance if you experience a situation where this is necessary due to the study.

WHAT ARE THE BENEFITS OF THIS STUDY?

You may not benefit personally from being in this study. However, I hope that in the future, other people might benefit from this study because of the recommendations made to teacher education programs about preparing preservice teachers to teach ELLs.

WILL IT COST ME ANYTHING TO BE IN THIS STUDY?

There are no costs associated with being in this study.

WILL I BE PAID FOR PARTICIPATING?

No, you will not be paid for being in this research study.

WHO IS FUNDING THE STUDY?

The researcher is receiving no payments from other agencies, organizations, or companies to conduct this research study.

CONFIDENTIALITY

The records of this study will be kept private to the extent permitted by law. In any report about this study that might be published, you will not be identified. Your study record may be reviewed by Government agencies, the UND Research Development and Compliance office, and the University of North Dakota Institutional Review Board.

Any information that is obtained in this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. You should know, however, that there are some circumstances in which we may have to show your information to other people. For example the law may require us to show your information to a court or to tell authorities if we believe you have abused a child, or you pose a danger to yourself or someone else.] Confidentiality will be maintained by means of coding research data with pseudonyms and keeping data separate and locked from consent forms. Research data and consent data will be kept in separate locked locations, and only the researcher will have access to the data. Participants will have the right to review recorded transcripts for accuracy of statements.

Approval Date: <u>JUL 25 2016</u>
Expiration Date: <u>JUL 25 2017</u>
University of North Dakota IRB

Date: _____
Subject Initials: _____

If the researcher writes a report or article about this study, she will describe the study results in a summarized manner so that you cannot be identified.

IS THIS STUDY VOLUNTARY?

Your participation is voluntary. You may choose not to participate or you may discontinue your participation at any time without penalty or loss of benefits to which you are otherwise entitled. Your decision whether or not to participate will not affect your current or future relations with the University of North Dakota.

CONTACTS AND QUESTIONS?

The researcher conducting this study is Katie Erickson. You may ask any questions you have now. If you later have questions, concerns, or complaints about the research please contact Katie Erickson at 701-371-1333. You may also contact her advisor, Dr. Anne Walker at 701-777-2862.

If you have questions regarding your rights as a research subject, you may contact The University of North Dakota Institutional Review Board at (701) 777-4279 or UND.irb@research.UND.edu.

- You may also call this number about any problems, complaints, or concerns you have about this research study.
- You may also call this number if you cannot reach research staff, or you wish to talk with someone who is independent of the research team.
- General information about being a research subject can be found by clicking "Information for Research Participants" on the web site:
<http://und.edu/research/resources/human-subjects/research-participants.cfm>

I give consent to be audiotaped during this study.

Please initial: _____ Yes _____ No

I give consent for my quotes to be used in the research; however I will not be identified.

Please initial: _____ Yes _____ No

Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study. You will receive a copy of this form.

Approval Date: <u>JUL 26 2016</u>
Expiration Date: <u>JUL 25 2017</u>
University of North Dakota IRB

Date: _____
Subject Initials: _____

Subjects Name: _____

Signature of Subject

Date

I have discussed the above points with the subject or, where appropriate, with the subject's legally authorized representative.

Signature of Person Who Obtained Consent

Date

Approval Date: <u>JUL 25 2016</u>
Expiration Date: <u>JUL 25 2017</u>
University of North Dakota IRB

Date: _____
Subject Initials: _____

Appendix B

Interview Questions

1. Describe how your teacher education program implements and utilizes sociocultural theory, specifically the work of Vygotsky?
2. What is important for an effective collaborative process in terms of: roles, values, patterns, and working methods of all participants?
3. Describe an effective collaborative process?
4. Describe how you see collaboration within your teacher education program?
5. Describe what specific practices are necessary for collaboration within a teacher education program?
6. Describe the role of ELL teacher educators in faculty meetings in your program?
7. Describe the relationship of ELL teacher educators in your program and any partnering K-12 school systems?
8. What types of professional development about ELLs is offered to teacher educators in your program?
9. INTASC standard 10 pertains to collaboration. In what ways are you incorporating this into your classes?
10. The TESOL standards specifically include a standard for “Professional Development, Partnerships, and Advocacy. In what ways are you incorporating this into your classes?
11. What conversations are important for ELL and general education teachers to have?
12. What should instructional planning between ELL and general education teachers look like?

13. What is the role of ELL teachers in terms of supporting ELLs in K-12 mainstream classrooms?
14. Describe how you prepare preservice ELL teachers to support ELLs in K-12 mainstream classrooms.
15. Describe your experiences with collaboration as a K-12 ELL teacher?

The second interview began with the following question:

1. Describe an ideal ELL preservice teacher education program.

Follow up questions varied, depending on participant response. Examples of second interview follow up questions were:

2. Describe barriers preventing the implementation of your ideal ELL preservice teacher education program.
3. How do you see collaboration in your ideal program?
4. What is necessary to teach collaboration to preservice teachers?
5. Do you feel your current program effectively prepares ELL preservice teachers to collaborate for ELLs?
6. How would you integrate collaboration into field experiences or practicums?
7. How does the structure of your teacher education program prevent the teaching of collaboration?

Appendix C Coding Example

Interviewer: Describe what specific practices are necessary for collaboration within a teacher education program?

Sarah: It's really hard to say. When I teach you about collaboration, what is the goal? Am I teaching you for the way this is how we would all like to see it happen? (**GOALS, NEGOTIATION**) Or am I teaching you for, but in school districts you won't likely do it that way, and you won't be supported to do it that way. In fact, you may not be, it might not even be possible because you are pushed over here or over there, and you are really given no time. (**REALISM, TIME, MARGINALIZATION**) So, it becomes a real challenge to make those decisions on how should I be training them? (**TRAINING, PEDAGOGICAL TRAINING**) Should I be training them to know what is ideal, which is a situation they are unlikely to encounter? Or should I be teaching them to work within whatever might be possible? The challenge is that whatever is actually real. So many school districts are so different from each other, you get the situation for ELL teachers in the rural districts where they are the only ELL teacher in the district. So that means they are working K-12. They literally have all the children in K-12, which means to collaborate with all the teachers, they would need to meet with every grade level teacher. When is the time going to exist during the day or even during the week to meet with all of those teachers? It becomes logistically impossible. (**REALISM, UNPREPARED, TIME, LOGISTICS**) Other than saying, it's like this, this could be what happens...I touch on things and it's a huge challenge for me to cover all the possible settings because not only am I preparing ESL teachers for all of the range of K-12 settings, (**INCONSISTENT, LACKING COMPONENTS**) but in the graduate programs I have students looking to work in colleges, going overseas, intensive English programs...

Appendix D
Coding Sample Key

Color Code	Code	Category	Theme
	Goals Sociocultural Theory Respect Responsive Goals Flexibility Negotiation Relationships	Necessary Component of Collaboration	ELL teacher educators know what collaboration is and the theories that support it.
	Cooperation Inconsistent Conversational Lacking Components	Non-Examples of Collaboration	ELL teacher educators practice cooperation, not collaboration.
	Relationships Infused Curriculum Established Curriculum Pedagogical Training Equity	Perceived Need for Collaboration	ELL teacher educators want to collaborate with general education teacher educators.
	Realism Lacks Training Lacks Experience Unprepared Program Structure Course Scheduling Credits Time Requirements Separation Logistics Marginalization	Perceived Barriers to Collaboration	ELL teacher educators perceive barriers, including structural barriers, time, isolation, and general education teacher educators lacking knowledge of ELLs.

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